SUNY Charter Schools Institute
The State University of New York

2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Central Queens Academy Charter School II		
Education Corporation Name:	Central Queens Academy Charter Schools		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	Existing SUNY Ed Corp
Opening Date (Month & Year):	August 2024	School District of Location (or NYC CSD):	NYC 24

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K, 1, 5-8	600
Year 2	K-2, 5-8	700
Year 3	K-3, 5-8	800
Year 4	K-8	900
Year 5	K-8	1000

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	
Partner Contact Info (Name, Phone):	

Lead Applicant(s) Contact Information						
Lead Applicant Name:	[redacted]					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☑ SUNY Ed Corp/Charter School	
Organization Name (if applicable):	Central Queens Academy Charter Schools					
Applicant Mailing Address:	88-14 Justice Avenue, Elmhurst, NY 11373					
Phone Number (direct line):	718-271-6200	Secondary Phone Number:		Email Address:	ashish.kapadia@centralqueensacademy.org	

Secondary Applicant Name (if applicable):					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (required)					
Name:	[redacted]	Phone	718-271-6200	[redacted]	ashish.kapadia@centralqueensacademy.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

The mission of Central Queens Academy Charter Schools (CQA) is to prepare students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive support services.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

CQA II will replicate the key design elements of CQA I that have helped produce strong student outcomes. The six key academic and non-academic design elements work together to support the mission of preparing all students for success in high school, college, career, and community endeavors:

1. Focus on Literacy - Literacy is the key skill that all scholars, particularly our ELLs, need to master to succeed in high school, college, and the workforce. Literacy is incorporated into content areas across curriculum. Daily, weekly and yearly schedules offer additional instruction time as well as small group instruction, office hours and literacy intervention.
2. Rigorous Standards-Based Academics and Frequent Assessments Foster Growth - CQA's curriculum is rooted in the Common Core and New York State Standards. At CQA II, goals and standards will be made consistently clear and transparent at all times to every scholar. To measure growth, we will administer purposeful assessments of various forms, including state-mandated, interim, formative, summative assessments and unit tests.
3. Focus on Teacher Development - CQA provides teachers with internal and external professional development opportunities to learn how to develop and increase pedagogical repertoire, how to integrate literacy into their plans, how to use the SIOP model for teaching ELLs, and how to be strong advisors so that they can adequately mentor and support students.
4. More Time on Task, Longer School Day and Longer School Year - We offer a longer school day and year to provide students with more structure and time to develop academic and social skills, and more time with consistent adult role models for support. The longer day will include twice as much English language Arts instruction as well as enrichment and remediation.
5. Emphasis on Social and Emotional Support to Teach Character and Community - CQA's school culture emphasizes social and emotional support based on positive principles of youth development. Students are shown how to interact with and appreciate their peers and to embrace their ethnic, cultural, linguistic diversity. They grow into educated, self-assured, empathetic teenagers who are empowered and gain tolerance, civility and personal growth.
6. Culturally Responsive Education, Enrichment, and Supportive Services - CQA provides a culturally responsive education for all students from an institutional level and an instructional level. The school ensures adequate resources are allocated to cultural sensitivity and inclusion, that school policies and procedures minimize adverse impacts to students from diverse backgrounds, and that the school approaches the community for support and engagement.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Central Queens Academy Charter Schools has a special interest in improving academic and life outcomes for recent immigrant populations and English Language Learners (ELL). CQA II's program will replicate CQA I's historically successful program and will help advance our plan to build a college-preparatory, high-quality and tuition-free K-12 program that prioritizes both academic and social-emotional student outcomes.

CQA II's model will offer a highly rigorous program intentionally designed to prepare our diverse, multilingual and largely first-generation college-going scholars for success in high school and college. Because we anticipate about 80% of our families will continue to be non-English speaking households, our experience has shown that our students will benefit greatly from our literacy-rich model.

The CQA II program will depend upon strong literacy practices across the elementary and middle school curriculum and significant amount of individualized and small group instruction. Our core academic program requires all middle school students to take math, science, social studies, and two periods of English Language Arts – which has been shown to dramatically improve reading and writing for our target student population. Most of our middle school scholars will also take STEAM. All ELA and math courses are aligned to the Common Core Standards. All social studies courses are aligned to the NY State Social Studies Framework. The middle school science courses build a foundation and skills needed to prepare 8th grade scholars to take Earth Science and the NY State Regents exam. Built into CQA's program is a robust and authentic assessment program that regularly provides individualized student data.

Our supportive, small school setting prioritizes social and emotional learning and wellbeing as a driver of academic growth. All scholars participate in enrichment and will have a variety of activities to choose from including music, theater and dance.

CQA II's schedule will allow for students to be in school from 8:30am – 4:30pm four days a week and until 2:00 one day per week allowing for faculty and administrators to hold professional development and department and committee meetings.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Lead Applicant Digital Signature	
Valid Digital Signature:	

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

R-00A – Transmittal and Summary Form (attachment)
Central Queens Academy Charter School II
Proposed Board Members

Suvadip (Suv) Bose
Barclays
Suv Bose is a senior G10 FX Trader at Barclays. Previous to joining Barclays, Suv was a senior portfolio manager at Southern Ridges Capital where he managed portfolios of currency, interest rate, and derivatives risk. Prior to that, Suv spent four years as a Trader at Goldman Sachs and ten years as a Trader at Citigroup. Suv is a graduate of Brown University where he studied Engineering and Economics.

Michelle V. Hallam
JP Morgan
Michelle Hallam is managing director, and member of the Global Fixed Income, Currency & Commodities (GFICC) Group at JP Morgan Asset Management. Michelle is a senior portfolio manager for the Municipal Strategies Team and manages mutual funds, ETFs, as well as fixed income portfolios for institutional clients, insurance companies and private clients. In addition to her tax-exempt portfolio management responsibilities, Michelle is the taxable muni lead PM, where she provides advisory and execution for GFICC broad market strategies as it relates to taxable munis. She previously worked as an analyst in the U.S. Institutional Fixed Income Group. She began her career as an analyst in the Internal Consulting Services Program, where she worked on projects in Investment Management and Financial Risk Management. Michelle holds a B.S. in Economics from Cornell University and is a CFA charterholder.

Megha Jain, *Secretary*
Walt Disney Company
Megha Jain is an Associate Manager in Employee Relations at the Walt Disney Company, where she advises and counsels on personnel practices, policy and employment laws. She conducts internal investigations on protected class discrimination cases and oversees medical accommodation compliance process. Prior to joining the Walt Disney Company, Megha worked for Morgan Stanley and Levi and Korsinsky. She previously served as Vice President of the South Asian Law School Association (SALSA) and the Chief Information Officer for the Corporate and Securities Law Group. Megha has a B.A. in Economics from New York University and a J.D. from the University of Connecticut. Megha is a member of the Minority in Professional Committee at the NYC Bar Association and a mentor for the Legal Outreach Mentoring Program.

Année Kim
Année Kim was most recently Head of Business Development at Landed. Prior to joining Landed, she was a Principal at KL2 Advisors and a Managing Director at AxonicCapital. A longtime supporter of efforts to improve public education in New York City, Année was the founding Executive Director of the Patrons Program of the Archdiocese of New York City. Année received a B.A. in Economics from University of Maryland at College Park.

Michael E. Lee
New York Institute of Finance
Michael Lee is currently the Managing Director of Corporate Development at the New York Institute of Finance where he oversees marketing, sales, and customer and alumni relations. Previously, he served as Executive Director of APEX for Youth, a nonprofit that provides

mentorship and supportive services to Asian and immigrant youth in New York City. Prior to joining APEX for Youth, Michael was the Director of Development for The Committee of 100, Inc. a non-partisan leadership organization of prominent Chinese Americans in business, government, academia, and the arts. Michael has an M.S. in Fundraising and Philanthropy from New York University and a B.A. in East Asian Studies (Chinese) with a Minor in Physics from the University of Pennsylvania. He serves on the Board of Red Hook Initiative and the Chinese American Planning Council.

Tom Ng
Achievement First
Tom Ng is Principal at Achievement First Charter School. He is an experienced educator in both the high school and college level, with specialized focus in charter schools, building new schools and instructional technology. Tom is skilled in curriculum development, school design, teacher education and professional development. He is a certified school building leader and social studies and music teacher with a Master's of Science in Education (MSEd) from the University of Pennsylvania.

Sonia Park, *Co-Vice Chairperson*
Diverse Charter School Coalition
Sonia Park is the Executive Director at Diverse Charter School Coalition. Previously, she was at the US Education Department as a Senior Policy Advisor in the Office of Innovation and Improvement where she worked on policies concerning charter schools. Prior to that, Sonia was the Executive Director of Manhattan Charter Schools and the Executive Director of NYC DOE Charter Schools and Accountability. Her work experience also includes the NY Charter Schools Resource Center, NY Charter Schools Association, Edison Schools and the National Foundation for Teaching Entrepreneurship. As a peer reviewer and consultant, she's worked with such organizations as the US Education Department, Children's Aid Society, the National Association of Charter School Authorizers, New Visions for New Schools, and The Newark Charter School Fund. She received her B.A. from Drew University and did her graduate work at Columbit University and George Washington University.

Rick Ruvkun, *Treasurer*
Rick is a career placement and transition advisor and consultant working in part-time contract positions with Lee Hecht Harrison, MIT Sloan School of Management and Columbia University. Rick retired as Partner and Portfolio Manager at Lord Abbett & Co, LLC, where he was the Director of Equity Research and managed equities for clients for 35 years. Prior to joining Lord Abbett, Rick worked in finance positions at such companies as J&W Seligman and Company, Bessemer Trust Company, Morgan Stanley and Merrill Lynch. Rick earned a B.S. in mechanical engineering from Stanford University and an M.S. in management from the Massachusetts Institute of Technology, Sloan School of Management.

Bruce Saber
DLA Piper
Bruce Saber is a partner at the law firm DLA Piper, where his practice focuses on real estate and private equity transactions. His career in law spans more than 35 years with extensive experience in real estate. Previously, Bruce was a partner at international law firms of Fried Frank and Heller Ehrman, General Counsel at Tishman Speyer Properties, and General Counsel to the real estate funds at Goldman Sachs. He is a member of the Executive Committee and the Board of Seeds of Peace and has actively provided pro bono legal work to nonprofits throughout his career, including serving on the Executive Committee and the Board

of Legal Services NYC. Bruce holds a B.A. from the University of Rochester and a J.D. from New York University Law School.

Sabir Semerkant
GROWTH by Sabir
Sabir Semerkant is the founder of GROWTH by Sabir an eCommerce and startup strategic advisory company. He has 20 years of experience in growing eCommerce and brand-building for a variety of businesses focusing on fashion, health and consumer products. Sabir is an experienced data-driven and strategic senior marketing executive who has held VP, SVP and strategic advisor positions in eCommerce at Amazon, VaynerMedia, Ashley Stewart, Daughter, Puritan's Pride, among others. Sabir has been a mentor for business and marketing students at Cornell University and Baruch College and is a member of the Big Data Advisory Board for Rutgers Innovation Education. He hosts a podcast where he shares his expertise and connects with experts in related fields. Sabir has a B.A. in computer science from City University of New York - Queens College and is a lifelong resident of Queens.

Michael Tang
State Street
Michael Tang leads the Algorithmic Trading and Strategy efforts at State Street's Enhanced Custody group. With a background in engineering and computer science from MIT and Georgia Tech, he provides securities lending and financing solutions to clients by relying on data and code. He brings over a decade of experience in finance at the Royal Bank of Canada where he worked in front office trading, structuring, and management roles to build businesses in New York, London, and Toronto. In an effort to help his community, he has volunteered as a teaching assistant at the Boston South End Technology Center, a mentor and SAT tutor for APEX for Youth, and a supportive listener for the elderly with DOROT. He earned a B.S. at Massachusetts Institute of Technology and an M.S. at Georgia Institute of Technology.

Catherine Tse, *Co-Vice Chairperson*
Allen & Co.
Cathy Tse is a Managing Director at Allen & Co wealth management firm. She has over three decades of experience in investments, analytics and trading and has held positions at firms including Cascina, LLC, Corrum Capital Management LLC, Stamos Capital Management, Goldman Sachs & Co., Merrill Lynch & Co., and Arthur Andersen. Cathy received a B.S. in Accounting and a minor in East Asian Studies from New York University Stern School of Business where she was a Stern Scholar. She received an M.B.A. in Finance from The Wharton School at University of Pennsylvania.

Joyce Wu, *Chairperson*
Goldman Sachs
Joyce Wu has over two decades of experience in investment banking and is currently a Vice President in the Global Markets Division at Goldman Sachs. Prior to joining Goldman Sachs over ten years ago, she spent the previous years in asset management at both Merrill Lynch and JP Morgan Chase. She has held several leadership positions at nonprofit organizations including serving on the Board of Trustees and as Treasurer of the Board of APEX for Youth, an organization that provides mentorship and supportive services to Asian and immigrant youth in New York City. She was also a member of the Board of Elder Craftsmen, a nonprofit crafts training organization for older adults. She was a founding member of the Board of Trustees of Central Queens Academy before taking time off and then rejoining the Board in 2021. Joyce is also a knitwear designer and runs her own private company. She earned her BA at Dartmouth College where she double majored in Government and Asian Studies.

GENERAL INSTRUCTI

Applicants with

1- General Information

Complete the form on the following tab for all acad

Complete a separate form for each school in the ed

2- Enrollment

All students who received mandated services at sor
no longer receive services.

Any student identified as an English language learne
regardless of their current English language proficie

3- Retention

All retention data should reflect students enrolled i

4- Discipline

Distinguish the total number of suspensions (occurr

Charter Schools Institute
The State University of New York

IONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

currently operating public or private schools should complete this form.

emic years in the current charter term. Be sure to include the school name at the top.

lucation corporation (or network) for replicated schools.

ne point of enrollment in the school should be included in the Students with Disabilities count even if they

er at any point of enrollment in the school should be included in the English Language Learners count
ncy status.

n school on previous BEDS day who remained in the school the following BEDS day.

ences) from the total number of students that were suspended at least once (unique students).

SCHOOL NAME: Central Queens Academy Charter Schoool I for CQA II applica

	2014-15	2015-16	2016-17	2017-18
Enrollment[1]				
Total Enrollment	306	406	394	404
Number of Students with Disabilities	47	51	45	39
Number of English language learners	38	29	38	37
Number of Economically Disadvantaged Students	271	331	349	355
Retention[2]				
Total Number of Students **Eligible** to Return from Previous Year[3]	215	306	309	297
Total Number of Eligible Students Who Returned from Previous Year	195	276	273	266
Number of Students with Disabilities Eligible to Return from Previous Year[4]	27	47	35	29
Number of Students with Disabilities Who Returned from Previous Year	23	45	34	27
Number of English language learners Eligible to Return from Previous Year[5]	27	50	35	34
Number of English language learners Who Returned from Previous Year	24	48	34	30
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	184	271	254	266
Number of Economically Disadvantaged Students Who Returned from Previous Year	167	246	225	238
Average Daily Attendance Rate	97%	97%	97%	97%
Discipline				
Number of In-School Suspensions (Occurrences)	17	15	GL	18
Number of Out of School Suspensions (Occurrences)	0	0	0	0
Number of In-School Suspensions (unique students)	21	18	GL	17
Number of Out of School Suspensions (unique students)	0	0	0	0

Number of Expulsions	0	0	0	0

[1] All enrollment data should reflect *BEDS day information.*

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained i
the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the pro
been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be
this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school shou
included in this count regardless of current English language proficiency status.

pandemic lockdown

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2018-19	2019-20	2020-21	2021-22	2022-23
421	407	399	489	704
36	36	36	43	60
38	37	58	98	87
354	339	355	425	540
317	320	312	304	387
292	320	304	276	381
29	27	23	29	27
21	27	23	27	26
34	51	39	57	92
31	51	39	51	91
281	317	224	232	355
257	317	218	214	347
98%	93%**	96%	94%	94%
27	17	0	23	41
0	0	0	0	2
26	17	0	19	37
0	0	0	0	1

0	0	0	0	0

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PROPOSED SCHOOL NAME:		Central Queens Academy Charter School II				
		A			D	E
	Proposal Request	Are you incorporating by reference? *Select "Yes" or "No" from the dropdown menu*	This response applies to *Select "All Schools," "Proposed School," or "N/A"*	Does the incorporated *Select "Yes" or "No" from the dropdown*	Specific exhibit or document being incorporated by reference *Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible*	Year of Source File *List the most recent year material was approved or updated. **Note that the***
	Sample Response	Yes	All Schools	No	2018 Renewal Application, Response D, Benchmark 1B, Assessment Data (paragraph 6)	2018
00(a)	Transmittal and Summary Form	*All applicants must provide a response to this Request.*				
00(b)	Statistical Overview Form	*All applicants must provide a response to this Request.*				
00(c)	Replicator Checklist	*All applicants must provide a response to this Request.*				
1(a)	Community Description and Need	*All applicants must provide a response to this Request.*				
1(b)	Programmatic Impact	*All applicants must provide a response to this Request.*				
1(c)	Fiscal Impact	*All applicants must provide a response to this Request.*				
2(a)	Mission	No	All Schools	No		
2(b)	Key Design Elements	No	All Schools	No		
3(a)	Applicant Information	*All applicants must provide a response to this Request.*				
3(b)	Proposal History	*All applicants must provide a response to this Request.*				
3(c)	List of Founding Team Members	*All applicants must provide a response to this Request.*				
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	*All applicants must provide a response to this Request.*				
3(e)	Letter of Justification for Previously Denied Applications	*All applicants must provide a response to this Request.*				
3(f)	Founding Team Resumes	No	All Schools	Yes		
3(g)	Probationary Status of Affiliated Charter School(s)	*All applicants must provide a response to this Request.*				
4(a)	Description and Analysis of Community Outreach Efforts	*All applicants must provide a response to this Request.*				
4(b)	Description and Analysis of Community Support	*All applicants must provide a response to this Request.*				
4(c)	Description and Analysis of Student Demand	*All applicants must provide a response to this Request.*				
4(d)	Evidence of Community Outreach	*All applicants must provide a response to this Request.*				
4(e)	Evidence of Community Support	*All applicants must provide a response to this Request.*				
4(f)	Evidence of Student Demand	*All applicants must provide a response to this Request.*				
5(a)	Enrollment Plan	*All applicants must provide a response to this Request.*				
5(b)	Target Population Enrollment	*All applicants must provide a response to this Request.*				
5(c)	Student Enrollment Table	*All applicants must provide a response to this Request.*				
5(d)	Admissions Policy	No	All Schools	Yes		
6(a)	Curriculum Selection Processes	No	All Schools	Yes		
6(b)	Assessment System	No	All Schools	Yes		
6(c)	Instructional Methods	No	All Schools	Yes		
6(d)	Course or Subject Overview	No	All Schools	Yes		
6(e)	Promotion and Graduation Policy	No	All Schools	Yes		
6(f)	Programmatic Audits	No	All Schools	Yes		
6(g)	Draft Accountability Plan	*All applicants must provide a response to this Request.*				
7(a)	School Calendar	No	All Schools	Yes		
7(b)	Sample Student Schedule	No	All Schools	Yes		
7(c)	Sample Teacher Schedule	No	All Schools	Yes		
8(a)	Struggling Students	No	All Schools	Yes		
8(b)	Students with Disabilities	No	All Schools	Yes		
8(c)	English Language Learners	No	All Schools	Yes		
8(d)	Gifted and Advanced Students	No	All Schools	Yes		
9(a)	Instructional Leadership Roles	No	All Schools	Yes		
9(b)	Teacher Support and Supervision	No	All Schools	Yes		
9(c)	Professional Development	No	All Schools	Yes		
9(d)	Teacher Evaluation and Accountability	No	All Schools	Yes		

10(a)	School Culture	No	All Schools	Yes		
10(b)	Discipline Policy	No	All Schools	Yes		
10(c)	Special Education Discipline Policy	No	All Schools	Yes		
10(d)	Dress Code Policy	No	All Schools	Yes		
11(a)	Organizational Chart	*All applicants must provide a response to this Request.*				
11(b)	School Leadership and Management Structure	*All applicants must provide a response to this Request.*				
12(a)	Staffing Chart and Rationale	*All applicants must provide a response to this Request.*				
12(b)	Qualifications and Responsibilities	No	All Schools	Yes		
12(c)	Staff Recruitment and Retention	No	All Schools	Yes		
12(d)	Personnel Policies	No	All Schools	Yes		
13(a)	Partner Information	No	All Schools	No		
13(b)	Partner Commitment	*All applicants must provide a response to this Request.*				
14(a)	Board Members	No	All Schools	Yes		
14(b)	EdCorp Board Roles & Responsibilities	No	All Schools	Yes		
14(c)	Education Corporation Board Design	No	All Schools	Yes		
14(d)	Stakeholder Participation	No	All Schools	Yes		
14(e)	By-laws	No	All Schools	Yes		
14(f)	Code of Ethics	No	All Schools	Yes		
14(g)	Complaint Policy	No	All Schools	Yes		
14(h)	Board Member Resumes	No	All Schools	Yes		
14(i)	Board Member Request for Information Forms	No	All Schools	Yes		
15(a)	Relationship Strategies	*All applicants must provide a response to this Request.*				
15(b)	School Partnerships	*All applicants must provide a response to this Request.*				
16(a)	Facility Needs	*All applicants must provide a response to this Request.*				
16(b)	Facility Selection	*All applicants must provide a response to this Request.*				
16(c)	Facility Related Conflicts of Interest	*All applicants must provide a response to this Request.*				
16(d)	Additional Facility Information	*All applicants must provide a response to this Request.*				
17	Food Services	No	All Schools	Yes		
18	Health Services	No	All Schools	Yes		
19	Transportation	No	All Schools	Yes		
20	Insurance	No	All Schools	Yes		
21(a)	Budget Narrative	*All applicants must provide a response to this Request.*				
21(b)	Financial Planning	*All applicants must provide a response to this Request.*				
21 (c)	Fiscal Audits	*All applicants must provide a response to this Request.*				
21(d)	Dissolution Procedures	*All applicants must provide a response to this Request.*				
21(e)	Budget Template	*All applicants must provide a response to this Request.*				
21(f)	Letters of Commitment	*All applicants must provide a response to this Request.*				
21(g)	Non-SUNY Financials	*All applicants must provide a response to this Request.*				
22	Action Plan	*All applicants must provide a response to this Request.*				
23(a)	Supplemental Narrative	No	All Schools	No		
23(b)	Supplemental Attachments	No	All Schools	Yes		
24	Full Merged Application	*All applicants must provide a response to this Request.*				
	Business Plan (if applicable)	*All applicants must provide a response to this Request.*				
	Full Merged Business Plan (if applicable)	*All applicants must provide a response to this Request.*				

R-01ac - Community Need and Proposed School Impact

(a) Community Need and Impact

Opened in 2012 with a 30% admissions preference for English Language Learners, and renewed in 2017 and approved for expansion to open an elementary school, Central Queens Academy Charter School I (CQA I) seeks to replicate our program. Our mission is to prepare students for success in education, the work force, and the community through a school that integrates literacy, high standards-based academics, and culturally responsive support services.

The proposed replication of our approved K-8 grades will advance our plan to build a college-preparatory, high-quality and tuition-free K-12 program that prioritizes both academic and social-emotional student outcomes. It will also allow CQA to make a greater positive impact in its local community while continuing to reduce overcrowding in local NYCDOE school buildings. We envision a continuous K-12 program with two K-4 elementary and two 5-8 middle schools that feed a small, high-quality and college-preparatory 9-12. Currently, no other such tuition-free K-8 option exists for our majority low-income and immigrant families in our home district, Community School District 24 (CSD 24).

CSD 24 is home to historically immigrant enclave neighborhoods like Woodside, Corona and Elmhurst, where the overwhelming majority of CQA's families reside. CSD 24 is also one of New York City's most chronically overcrowded public school districts, reflecting a broader gap in New York City's infrastructure to serve these communities. Schools in CSD 24 routinely experience utilization inside their buildings in excess of 125%.[1] Over its eleven year history, the largest obstacle CQA has faced has been adequate school space inside our home district. For many years, CQA operated grades 5-8 in two campuses located more than 2 miles apart. When it opened its elementary school in August 2021, CQA had three separate school sites over six miles apart. However, CQA proved it can overcome this obstacle and all others when it acquired a permanent school building of 80,000 square feet in Elmhurst.

CQA's facility challenge reflected the severe infrastructural shortage in our target neighborhoods. Before the COVID pandemic, the two most populous CQA neighborhoods, Elmhurst and Corona, were categorized as 'moderate high risk' in education, housing, and health out of New York City's 59 community districts by the Citizens' Committee for Children of New York ("Committee"), an independent child advocacy organization that analyzes city demographic data across a variety of issues.[2] At that time, the Schools Construction Authority for the City of New York projected that 1,464 school seats that were needed in CSD 24 were not identified.[3] Since the pandemic, the need for seats continues as the population within CSD 24 Expansion and replication of CQA would help alleviate severe strain.

(b) Programmatic Impact

CQA now serves 800 scholars representing more than 35 home countries across grades K-3, and 5-8, with about 100 scholars per grade. Our school population reflects the tremendous diversity of our neighborhoods as well as the high-need nature of our families. Over 80% of our students qualify for Free or Reduced-Price Lunch (FRPL). Annually, about 25% of our intake

[1]https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2018/10/23/chancellor-carranza-highlights-new-addition-to-ps-19-in-corona

[2] "Keeping Track Online," Citizen's Committee for Children of New York, located at http://data.cccnewyork.org/riskranking#?domain=1245&year=21&communities=10%7C17.

[3] Schools Construction Authority December 2018 presentation, CEC 24.

cohort in 5th grade is an English language learner, and about 12% of our student population are students with disabilities. Our multilingual and multiethnic scholars, about 70% of whom would be the first in their family to attend and graduate from college, reflect the diversity of Queens: our families report more than 25 different home languages.

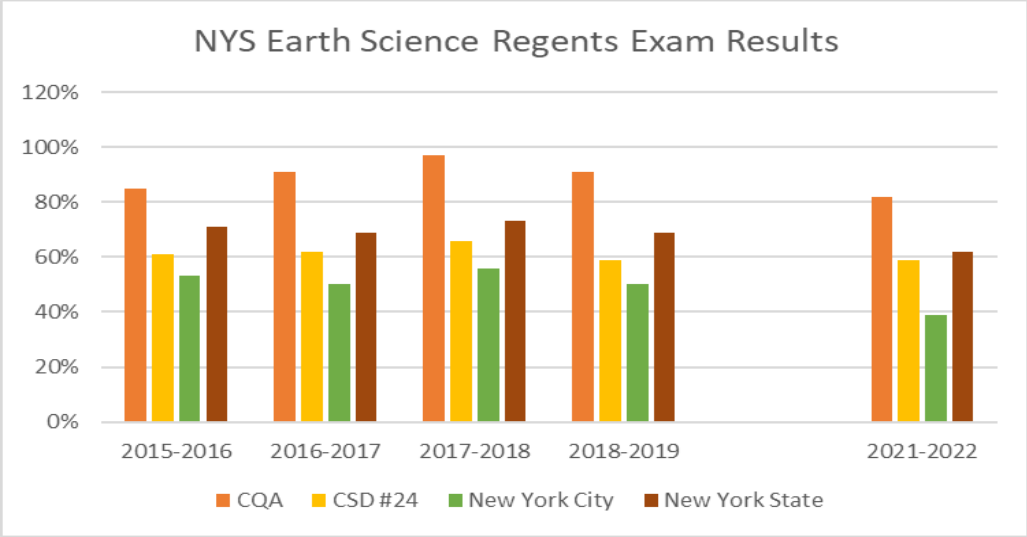
Our program has produced promising results which we expect to improve as we replicate. CQA scholars have exceeded the city, state, and home district testing peers in all New York State mathematics and English Language Arts exams in every grade level offered since 2013.

Before the pandemic, all eighth grade scholars at CQA I took the New York State Earth Science Regents Exam. After the pandemic, all eighth grade scholars at CQA I also took the New York State Algebra I Regents Exam. The comparative results are below. They show that CQA scholars historically have outperformed their peers in CSD #24, New York City, and New York State. They have also done so on the Algebra I Regents Exam in the first year of taking the state exam. Comparative data for the 2022-2023 school year is not available yet.

Historical New York State Earth Science Regents Exam Results

	2015-2016	2016-2017	2017-2018	2018-2019	2021-2022
CQA	**85%**	**91%**	**97%**	**91%**	**82%**
CSD #24	61%	62%	66%	59%	59%
New York City	53%	50%	56%	50%	39%
New York State	71%	69%	73%	69%	62%

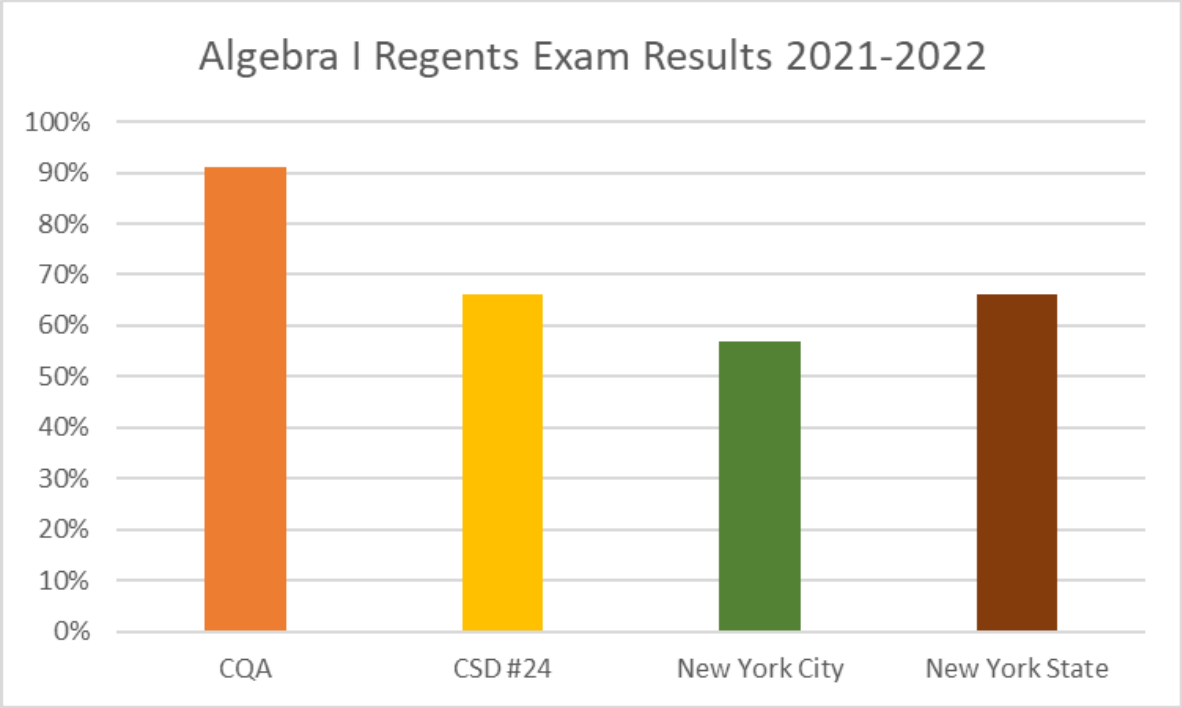
CQA scholars did not take the Earth Science Regents Exam during the 2019-2020 school year and the 2020-2021 school year.



Algebra I Regents Exam Results

	2021-2022
CQA	**91%**
CSD #24	66%
New York City	57%
New York State	66%

CQA scholars did not take the Algebra I Regents Exam before the 2021-2022 school year.



Below are the pre-pandemic and post-pandemic accountability summaries provided by the SUNY-Charter Schools Institute for CQA I. They show that the CQA I was able to meet most, if not all, of its accountability measures annually and, based on effect size, CQA's overall comparative performance was higher than expected to a large degree in ELA and math.

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Central Queens Academy Charter School

Absolute Measure

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.

2017-18 Grades Served 5-8				2018-19 Grades Served 5-8				2021-22 Grades Served K-1, 5-8			
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	(0)	(0)		3	(0)	(0)		3	(0)	(0)	
4	(0)	(0)		4	(0)	(0)		4	(0)	(0)	
5	57.7 (104)	0.0 (2)		5	45.0 (109)	0.0 (3)		5	46.5 (99)	14.3 (7)	
6	82.2 (101)	81.4 (86)		6	73.8 (103)	74.2 (97)		6	69.1 (97)	69.4 (85)	
7	63.5 (104)	64.7 (85)		7	74.0 (100)	75.3 (89)		7	67.7 (99)	74.7 (83)	
8	83.7 (86)	83.5 (85)		8	79.0 (100)	79.6 (98)		8	85.1 (94)	84.9 (93)	
All	**71.1 (395)**	**76.0 (258)**	**YES**	**All**	**67.5 (412)**	**75.6 (287)**	**YES**	**All**	**66.8 (389)**	**75.0 (268)**	**YES**

2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.

Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP	
5-8	181	101	YES	5-8	175	105	YES	5-8			NA

Comparative Measure

3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be grater than that of students in the same grades in the local district.

Comparison: Queens CSD 24				Comparison: Queens CSD 24				Comparison: Queens CSD 24			
Grades	School	District		Grades	School	District		Grades	School	District	
6-8	76.0	50.3	YES	6-8	75.6	48.3	YES	6-8	75.0	53.1	YES

4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.

Grades	% ED	Actual	Predicted	ES		Grades	% ED	Actual	Predicted	ES		Grades	% ED	Actual	Predicted	ES	
3						3						3					
4						4						4					
5	84.0	57.7	26.7	1.94		5	86.4	604.0	594.1	1.21		5	88.8	46.5	24.7	1.41	
6	89.6	82.2	34.9	2.60		6	82.9	610.0	592.6	1.98		6	91.8	69.1	44.1	1.55	
7	92.4	63.5	25.7	2.46		7	87.5	615.0	594.2	2.44		7	84.3	67.7	38.4	1.76	
8	84.9	83.7	37.9	2.38		8	86.1	613.0	595.2	2.19		8	89.6	85.1	40.0	2.62	
All	**87.8**	**71.1**	**31.0**	**2.34**	**YES**	**All**	**85.7**	**610.4**	**594.0**	**1.94**	**YES**	**All**	**88.6**	**66.8**	**36.7**	**1.83**	**YES**

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

Grades	School	State		Grades	School	State		Grades	School	State	
4	0.0			4	0.0			4			
5	68.5			5	59.0			5			
6	61.8			6	58.3			6			
7	64.4			7	61.7			7			
8	52.8			8	54.9			8			
All	**62.2**	**50.0**	**YES**	**All**	**58.4**	**50.0**	**YES**	**All**			**NA**

Response 1ac-5

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Central Queens Academy Charter School

Absolute Measure

1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.

2017-18 Grades Served 5-8				2018-19 Grades Served 5-8				2021-22 Grades Served K-1, 5-8			
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET
3	(0)	(0)		3	(0)	(0)		3	(0)	(0)	
4	(0)	(0)		4	(0)	(0)		4	(0)	(0)	
5	52.9 (104)	0.0 (2)		5	56.0 (109)	0.0 (3)		5	44.4 (99)	14.3 (7)	
6	71.3 (101)	70.9 (86)		6	73.8 (103)	74.2 (97)		6	45.4 (97)	42.4 (85)	
7	67.3 (104)	63.5 (85)		7	78.0 (100)	77.5 (89)		7	56.6 (99)	60.2 (83)	
8	84.9 (86)	85.9 (85)		8	78.0 (100)	78.6 (98)		8	(0)	(0)	
All	**68.4 (395)**	**72.9 (258)**	**NO**	**All**	**71.1 (412)**	**76.0 (287)**	**YES**	**All**	**48.8 (295)**	**49.7 (175)**	**NO**

2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.

Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP	
5-8	180	103	YES	5-8	182	107	YES	5-7			NA

Comparative Measure

3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be grater than that of students in the same grades in the local district.

Comparison: Queens CSD 24				Comparison: Queens CSD 24				Comparison: Queens CSD 24			
Grades	School	District		Grades	School	District		Grades	School	District	
6-8	72.9	39.6	YES	6-8	76.0	41.7	YES	6-7	49.7	31.7	YES

4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.

Grades	% ED	Actual	Predicted	ES		Grades	% ED	Actual	Predicted	ES		Grades	% ED	Actual	Predicted	ES	
3						3						3					
4						4						4					
5	84.0	52.9	31.3	1.17		5	86.4	607.0	594.4	1.20		5	88.8	44.4	21.2	1.36	
6	89.6	71.3	27.8	2.10		6	82.9	611.0	594.9	1.60		6	91.8	45.4	21.1	1.57	
7	92.4	67.3	22.9	2.40		7	87.5	617.0	594.2	2.20		7	84.3	56.6	21.3	2.06	
8	84.9	84.9	21.9	2.95		8	86.1	620.0	595.0	2.07		8					
All	**87.8**	**68.4**	**26.1**	**2.13**	**YES**	**All**	**85.7**	**613.6**	**594.6**	**1.76**	**YES**	**All**	**88.3**	**48.8**	**21.2**	**1.67**	**YES**

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

Grades	School	State		Grades	School	State		Grades	School	State	
4	0.0			4	0.0			4			
5	61.3			5	66.9			5			
6	70.5			6	69.7			6			
7	66.6			7	62.9			7			
8	56.0			8	53.5			8			
All	**63.9**	**50.0**	**YES**	**All**	**63.3**	**50.0**	**YES**	**All**			**NA**

Response 1ac-6

COMPARATIVE PERFORMANCE ANALYSIS

New York State 2018-19 English Language Arts Examination

Central Queens Academy Charter School

The charts below display how the charter school students in each grade performed in both ELA, and mathematics, compared to students in public schools in New York State with the same grade and a similar percent of economically disadvantaged students.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Mean Scale Score		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	86.4	109	604.0	594.1	9.9	1.21
6	82.9	103	610.0	592.6	17.4	1.98
7	87.5	100	615.0	594.2	20.8	2.44
8	86.1	100	613.0	595.2	17.8	2.19
All	**85.7**	**412**	**610.4**	**594.0**	**16.3**	**1.94**

SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:

Higher than expected to large degree

New York State 2018-19 Mathematics Examination

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Mean Scale Score		Difference Between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	86.4	109	607.0	594.4	12.6	1.20
6	82.9	103	611.0	594.9	16.1	1.63
7	87.5	100	617.0	594.2	22.8	2.20
8	86.1	100	620.0	595.0	25.0	2.07
All	**85.7**	**412**	**613.6**	**594.6**	**19.0**	**1.76**

SCHOOL'S OVERALL COMPARATIVE PERFORMANCE:

Higher than expected to large degree

We attribute our results in great part to our intensive focus on literacy, which has been a significant driver of academic results. Our admissions policy reserves a minimum of 30% of all 5th

grade students, our intake class, for ELL students. Our experience is that a notably higher percentage of students entering CQA in 5th grade meet the definition of English Learner from ESEA Section 8101(2), but are not classified as an ELL.

We believe our intensive literacy focus has proven successful for our ELL students. By the fall of 2015, when our first class of ELL students who entered our program in 2012 reached eighth grade, every one of them had transitioned out of ELL services into mainstream reading and writing instruction. This rate of re-classification outpaced by four times the rate of the New York City Department of Education (NYCDOE). CQA II seeks to replicate these promising student outcomes and increase our ability to support scholars to and through college by building a pathway to CQA's long-term vision of a K-12 program serving CSD 24.

Expansion of CQA will add to the options available in CSD 24 and have a positive impact by alleviating school overcrowding. CSD 24's K-12 student enrollment in 2023 was over 49,000 students. Over time, CQA II will add roughly 900 K-8 public school seats in an overcrowded, high-need zone and in the future, offer a pathway to a college-preparatory and tuition-free K-8 continuous program that at its maximum would serve more than 1,800 total students, and 2,200 if CQA expands to become a K-12 LEA. Such a tuition-free option of a caring and continuous, high-quality small school environment is not available to CSD 24 families.

CSD 24 Traditional Public School Options

ELM TREE ELEMENTARY SCHOOL	K-5
CHILDREN'S LAB SCHOOL (THE)	K-5
PS 102 BAYVIEW	K-5
PS 110	K-5
PS 12 JAMES B COLGATE	K-5
PS 128 LORRAINE TUZZO-JUNIPER VALLEY	K-5
PS 13 CLEMENT C MOORE	K-5
PS 14 FAIRVIEW	K-5
PS 143 LOUIS ARMSTRONG	K-5
PS 153 MASPETH ELEMENTARY	K-5

PS 16 NANCY DEBENEDITTIS SCHOOL (THE	K-5
PS 19 MARINO JEANTET	K-5
PS 199 MAURICE A FITZGERALD	K-5
PS 229 EMANUEL KAPLAN	K-5
PS 239	K-5
PS 28 THOMAS EMANUEL EARLY CHILD CTR	K-5
PS 49 DOROTHY BONAWIT KOLE	K-5
PS 58 SCHOOL OF HEROES (THE)	K-5
PS 68 CAMBRIDGE	K-5
PS 7 LOUIS F SIMEONE	K-5
PS 71 FOREST	K-5
PS 81 JEAN PAUL RICHTER	K-5
PS 88 SENECA	K-5
PS 89 ELMHURST	K-5
PS 91 RICHARD ARKWRIGHT	K-5
PS 305 LEARNERS AND LEADERS	K-5
PS 330 HELEN MARSHALL	K-5

PS 290 ACE ACADEMY FOR SCHOLARS	K-5
PS 307 PIONEER ACADEMY	K-5
CORONA ARTS AND SCIENCES ACADEMY	6-8
IS 119 GLENDALE (THE)	6-8
IS 125 THOMAS J MCCANN WOODSIDE	6-8
IS 5 WALTER CROWLEY INTERMEDIATE	6-8
IS 61 LEONARDO DA VINCI	6-8
IS 73 FRANK SANSIVIERI INTER SCHOOL	6-8
IS 77	6-8
IS 93 RIDGEWOOD	6-8
PS/IS 113 ANTHONY J PRANZO	K-8
PS/IS 87 MIDDLE VILLAGE	K-8
ACADEMY-FINANCE & ENTERPRISE	9-12
AVIATION CAREER AND TECH ED HS	9-12
BARD HIGH SCHOOL EARLY COLLEGE QUEENS	9-12
CIVIC LEADERSHIP ACADEMY	9-12
GROVER CLEVELAND HIGH SCHOOL	9-12

HIGH SCHOOL FOR ARTS & BUSINESS	9-12
HS-APPLIED COMMUNICATIONS	9-12
INTERNATIONAL HS FOR HEALTH SCIENCES	9-12
INTNTL HIGH SCHOOL AT LA GUARDIA	9-12
MASPETH HIGH SCHOOL	9-12
MIDDLE COLLEGE HIGH SCH AT LAGUARDIA	9-12
NEWTOWN HIGH SCHOOL	9-12
PAN AMERICAN INTERNATIONAL HS	9-12
QUEENS TECHNICAL HIGH SCHOOL	9-12
ROBERT F. WAGNER JR SECONDARY SCHOOL	6-12
VOYAGES PREPARATORY	9-12

CSD 24 Public Charter Options

CQA II would create a charter option not currently offered in CSD 24. In addition to CQA, CSD 24 has two other charter school options, with another set to open in 2019. All are or will be standalone middle school programs, serving grades 5 to 8. There are no charter K-8 or K-12 options in CSD 24.

CSD 24 Private and Parochial School Options

There are three parochial school options that offer tuition-based pk-8 programs near Corona and Elmhurst: Resurrection Ascension in Rego Park, St. Leo's Catholic Academy in Corona and St. Adalbert Catholic Academy in Elmhurst. There are no continuous K-12 programs.

(c) Fiscal Impact

As further discussed in CQA II's response to Request 21, CQA II would make an immaterial fiscal impact on the surrounding district, the NYCDOE. During the 2021-2022 school year (the last year of published data), the NYCDOE had over 818,000 students. CQA II would have 0.11% of the enrollment of the NYCDOE.

For the upcoming 2023-2024 school year, the NYCDOE will have a budget of $37.5 billion, according to its own website. Assuming a 2.0% increase annually in the per pupil revenue, CQA would have about 0.05% of the current NYCDOE budget. This estimate assumes the current NYCDOE budget remains unchanged when CQA II reaches full enrollment.

Based on CQA's experience, we believe we will have sufficient demand to meet enrollment targets in all years. CQA received almost 1,500 applications for the 2023-2024 school year where it had about 200 open seats. CQA II will continue to use CQA's backfill policy in all chartered grades.

R-02ab - Addressing Need

(a) Mission

The mission of the Central Queens Academy Charter School II is to prepare students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services.

(b) Key Design Elements

CQA II will replicate the key design elements (KDE) of CQA I that have helped CQA I produce strong student outcomes. The six key academic and non-academic design elements work together to support the mission of preparing all CQA I students for success in high school, college, career, and community endeavors:

Academic	Non-Academic
● Focus on Literacy ● Rigorous Standards Based Academics and Frequent Assessments to Foster Growth	● Emphasis on Social and Emotional support to Teach Character and Community
● Focus on Teacher Development ● More Time on Task, Longer School Day and Longer School Year	● Culturally Responsive Education, Enrichment, and Supportive Services

These six key design elements ensure that CQA is a school that integrates rigorous academics and thoughtfully tailored, culturally responsive supportive services, and that the school supports its core values of community, quality of character, and achievement through academics.

In order for CQA to carry out our key design elements, we must first understand who our students are and where they are coming from. By doing so we create a culture in which all children are known. We incorporate culturally sensitive principles in all aspects of instruction and culture, reflecting and incorporating the ethnic and cultural diversity of its student body by making their backgrounds relevant to what students learn.

1. Focus on Literacy

CQA believes that literacy is the key skill that all students, including our intended at-risk population of English language learners ("ELLs"), need to master in order to succeed in high school, college, and the workforce. Literacy is particularly important in middle school when students are transitioning to the academic rigors they will face in high school. CQA focuses on literacy as a tool of empowerment. Teachers are trained during the summers and throughout the school year on how to incorporate literacy goals into their content areas and curriculum, and will

learn how to assess mastery of those goals. As part of that training, teachers learn about student-relevant texts and materials and how they can be incorporated into lessons.

The curricula for the four core content areas that we implement have been chosen because they lend themselves well to scaffolding instruction for literacy aims. We have also aligned our social studies and science curricula to the literacy goals set forth by the Common Core State Standards for English Language Arts.

Our schedule offers additional time through increased minutes of instruction daily, weekly, and yearly, and ample periods for teachers to plan, collaborate, and teach literacy in the classroom. The schedule also allows teachers to be observed by both other teachers who wish to learn from watching their peers, and school leaders who can provide formal and informal feedback to help teachers develop.

Moreover, CQA's general focus on literacy for all students dovetails well with our use of the Sheltered English Instruction (SEI) and Sheltered Instruction Observation Protocol, or SIOP, model of English language instruction for our ELL population. Since CQA is located in a school district (CSD 24) where there are a high number of ELLs, it is important that we offer an academic program where literacy and language is emphasized in every core classroom, not just in English Language Arts (ELA). All mainstream general education teachers integrate literacy in a way that is both culturally responsive and linguistically appropriate for ELLs to create a learning environment where students can find the material meaningful and relate to the subject matter. By focusing on literacy, students will learn to become critical thinkers, learn how to communicate effectively in speech and in writing, and develop the confidence to work independently.

2. Rigorous Standards-Based Academics and Frequent Assessments Foster Growth

CQA's curriculum is rooted in the Common Core and New York State Standards. As discussed above, these not only include content standards, but the literacy standards that have been incorporated in the social studies and science frameworks of the Common Core standards. These standards will be made transparent to students at the beginning of every unit and every lesson in every classroom so that every student knows what they should be learning and on what they will be assessed. Middle school students need clear and consistent goals so that they can develop the study skills that they need to excel in high school. ELLs, in particular, will benefit from such clearly articulated standards, since they have more challenges with language comprehension than other students.

In order to measure whether students have mastered standards, CQA II will administer purposeful assessments of various forms. We will administer state-mandated assessments to measure compliance with state standards. We will administer periodic interim assessments to measure students' progress throughout the school year. We will also administer formative and summative assessments that are regularly and logically integrated into the curriculum including, but not limited to weekly quizzes, homework, essays, projects, and teacher-created tests. These can come in the form of authentic assessments like using geography to map out the expansion of the Roman Empire or using math and statistical analysis to track batting averages. Unit tests will be administered at the end of a given unit. These assessments as well as interim assessments, Fountas and Pinnell testing, and the Scholastic Reading Inventory help students, teachers, and parents understand what math or reading level or lexile the students are currently at and how much they have grown.

3. Focus on Teacher Development

Teachers are critical to the success of CQA to provide a supportive learning environment and model the values of the school. CQA strives to hire not only highly qualified teachers who are capable of turning any ordinary curriculum into an extraordinary learning experience, but who are also capable of modeling each of CQA's core values of community, quality of character, and achievement through academics. Teachers also understand that the middle school years are particularly difficult because of the transitions and growth that students undergo during this period between childhood and young adulthood.

Teachers develop as professionals individually and in collaboration with their colleagues. CQA provides teachers with professional development opportunities both in-house and externally for teachers to learn: how to develop and increase their pedagogical repertoire; how to integrate literacy into their unit and lesson plans, how to use the SIOP model for teaching ELLs, and how to be strong advisors so that they can adequately mentor and support their students. Teachers regularly share best practices and new pedagogical methods by preparing and providing periodic in-service trainings for their colleagues throughout the school year. They also participate in annual summer staff development training.

In addition, all teachers are supported and coached by an administrator. Teachers receive feedback on curriculum planning, lesson planning, and lesson implementation. They are held accountable for what is discussed during professional development sessions through the evaluations by school administrators.

4. More Time on Task, Longer School Day and Longer School Year

CQA is a place where students are supported by teachers and staff throughout a longer school day and a longer school year in order to provide middle school students with more structure in their day to develop their academic and social skills, and more time with consistent adult role models for support. The longer school day will include periods for every subject of 60 minutes. English language Arts will have two periods (120 minutes) per day. This means that from the beginning of grade 5 to the end of grade 8, students at CQA will have completed well above the requirements of Part 100 Regulations.

In addition, built within the daily schedule is time set aside for additional enrichment and/or remediation. Students have the opportunity to further explore topics of interest like art, music, physical education or technology, or teachers may have that time for remediation for certain students. Through the use of frequent assessments, teachers are able to accurately gauge the needs of individual students that may need more reading, math, or other academic supports.

CQA provides a longer school year of 185 days by starting the school year before Labor Day. CQA also provides summer school which is required of all students who do not make adequate academic progress during the school year and who need additional academic support services. CQA wants all students to be academically, artistically, and socially enriched over the summer, not just those who may be in academic need. The school offers enrichment programs or helps match students to some summer programs.

5. Emphasis on Social and Emotional Support to Teach Character and Community

To teach the core values of character and community, CQA has a school culture that emphasizes social and emotional support based on positive principles of youth development. Studies have shown that social and emotional support increases academic performance. Middle school students need more support since they are going through a period of transition from childhood to adolescence, and may need to be taught the skills necessary to be successful young adults in today's global environment. With students coming primarily from Elmhurst, Corona, and Woodside, CQA reflects Central Queens in its rich diversity – ethnically, culturally, linguistically, and creatively.

Students are shown how to interact with and appreciate their peers in school, regardless of wherever they may originally come. By equipping our students with effective social and emotional support tools, they are able to grow into educated, self-assured, empathic teenagers. ELLs, in particular, benefit from social and emotional support because of the opportunities to help integrate them into the school culture, and the skills that they can use to communicate and feel more empowered in the school. At CQA, we integrate social and emotional support school-wide to set the culture of tolerance, civility and personal growth through advisory lessons and through the exhaustive work of our guidance counselors & administrators in charge of culture.

Most importantly, students develop a language and a culture for dealing with conflict and relationships in a peaceful and restorative way. Not only does this help all students, but it can be particularly beneficial to ELLs who need more interactive models of communication in order to develop their English language skills. Students at CQA learn that each of these values of character and community, work hand in hand to help create the kind of community that can handle the difficult issues confronting our increasingly interconnected global world. Teachers are equipped to incorporate this learning into their daily practice through workshops and trainings in the summer and throughout the year.

In order to help students to navigate the rigorous academics and develop the skills needed to embrace the school culture, CQA created an advisory-like system where each student is assigned a teacher for additional support. That teacher also communicates with the family of the student through text or app messages, distribution of progress reports, and parent-teacher conferences.

6. Culturally Responsive Education, Enrichment, and Supportive Services

CQA provides a culturally responsive education for all students from an institutional level and an instructional level. CQA recognizes that students come from a variety of cultural backgrounds, and that adjustment to school culture may take additional supports. To that end, the school embraces diversity by ensuring that adequate resources are allocated to cultural sensitivity, that school policies and procedures minimize adverse impacts to students from diverse backgrounds, and that the school approaches the community for support and engagement.

In addition, teachers teach in a culturally responsive way by: acknowledging the differences between groups as well as commonalities; validating students' cultural identities in the classroom, through the curriculum, and through instructional materials; teaching students about different cultures and their experiences; creating a supportive atmosphere of mutual respect among students; and helping students to become socially and politically conscious about the world around them and the leading role they can take to make it better.

One of the ways in which CQA does this is by providing additional culturally responsive enrichment and supportive services to students is through our lead community partner, SAYA, which provide Enrichment program design and implementation services, focusing on meeting

both personal and academic needs of CQA's students. These in-school supportive and enrichment services are for all 7th and 8th grade students of CQA. Middle school students, especially as they get older, need outlets for individual expression and to build confidence outside of pure academics, and the Enrichment program can provide some of those experiences.

SAYA's experience with youth development - instilling self-confidence, creating positive interactions with self, adults and communities, and youth empowerment - help to reinforce the community of learning created by CQA during the school day. SAYA designs Enrichment programs that meet the personal and educational needs particular to CQA students. This extra time at CQA gives students the opportunity to get additional tutoring for their homework, mentoring by trained professionals coordinated through SAYA, and enrichment offerings designed and coordinated by CQA that will supplement their learning, such as public speaking courses and team sport activities.

R-03 ad Proposal History

(a) Applicant Information

[redacted]

(b) Proposal History

CQA I sought to replicate its middle school and applied based on the released RFP in 2018. It was approved in 2019 by the SUNY Charter Schools Institute. The school was the first of all approved schools waiting for the cap to be lifted or adjusted so that it could open. As it waited for legislative action, CQA applied to expand grade levels and open an elementary school. While it continued to wait for legislative action, in August 2021, CQA opened with kindergarten and first grade. After the New York State legislature and Governor agreed in May 2023 to allow 14 more charter schools to open, we are responding to the most recently released RFP that allows CQA I to resubmit its documents for reauthorization of its approved application.

This application was primarily developed by the following CQA team and board members:

[redacted]

(c) Founding Team Members

Executive Director [redacted] served as CQA's School Director from 2014-2018. He now serves as the Executive Director, overseeing all aspects of the school. Prior to joining CQA, he was the Founding Principal of University Prep Charter High School in the South Bronx for six years. Ashish has also worked as a consultant to several charter schools in New York City and for the SUNY-Charter Schools Institute.

School Director, [redacted] has been with CQA since 2013. A lifelong educator who began his teaching career in Teach For America, [redacted] has been a teacher, school administrator, school start-up consultant, and leadership coach whose previous professional affiliations include Match Charter High School, Achievement First, and the New York City Charter Center. He received his Ed. M. from University of Massachusetts, Boston and his B.A. from Union College.

Chief Financial Officer, [redacted] Prior to joining CQA in 2014, [redacted] was the director of finance and operations for the Riverhead Charter School. During her tenure there, she oversaw the bond financing and construction of a new 48,000 square foot school building. Before stepping into the nonprofit world, Michelle managed the operations and financial administration for numerous Citicorp divisions. She is a graduate of Hofstra University.

Director of Advancement, [redacted] has more than two decades of fund development and advancement experience in the nonprofit sector, including high-impact special events and corporate partnership development. She comes to CQA from both well-established New York City institutions like The Frick Collection Museum, School of American Ballet, and the Central Park Conservancy as well as newer and smaller organizations, including international education and youth-focused institutions. [redacted] graduated from State University of New York, Oswego.

(d) Withdrawn, Rejected, and Concurrent Proposals

This request is inapplicable to CQA.

R-03e - Letters of Justification

This request is not applicable.

R-04abc – Community Outreach, Support, and Demand

(a) Description and Analysis of Outreach Efforts

In 2018, to fully engage our community regarding CQA's growth and expansion, we began first by communicating our intentions to our families and staff. We then advised external community stakeholders through a variety of means including direct in person meetings, telephone conversations, and email communication. Members of CQA's senior leadership team directly conducted all in-person outreach efforts.

Stakeholders included Queens-serving community-based organizations such as Chhaya, South Asian Youth Action (SAYA) and local representative advisory bodies, the Queens Community Board #4 and Community Education Council for District 24. CQA also advised local elected officials including all New York City Council Members. All external stakeholders were invited to an information session on Wednesday, January 3, 2019, at our Elmhurst campus.

Time	Stakeholder	Notes
December 6, 2018	Existing CQA Families	33 signatures
December 21, 2018	Existing CQA Staff	General enthusiasm
December 11, 2018	Community Board #4	Minutes of meeting
December 21, 2018	City Councilman Francisco Moya	No response
December 19, 2018	District 24 CEC	Interested
January 3	All	CEC members attended and asked questions

CQA leadership also personally met with or called Queens and immigrant-serving organizations to provide information about our replication plans. All community-based organizations provided letters of support for CQA II:

- Chinese American Planning Council
- South Asian Youth Action (SAYA)
- Chhaya Community Development Corporation
- Coalition for Asian American Children and Families

All stakeholders received information about CQA II's proposed program and rationale and were provided the opportunity and means to offer feedback and input. All stakeholders were also invited to a January 3, 2019 information session at CQA's Elmhurst campus at which a brief presentation about CQA's growth plans was made.

At the January 3, 2019 information session, the following presentation was provided.

CQA II Overview

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Opened in 2012 to serve District 24, CQA will seek a second charter to replicate our middle school (5-8) program. Each year we receive many more applications than our current buildings can serve. In the future, we hope to offer grades K-12.

CQA's 2018-2019 Waitlist

Grade	Enrolled	Waitlisted
5	110	521
6	104	431
7	103	117
8	100	76

Our rigorous and warm middle school program fosters academic and personal growth for our special scholars, all of whom live inside District 24 and reflect the highly diverse, immigrant-rich communities we serve.

- Small school (100 students per grade level)
- Culturally responsive, positive school climate
- College preparatory for all
- Literacy across the curriculum
- Double periods of English Language Arts
- Weekly advisory to build social and emotional competencies
- Tuition-free enrichment each day
- Regents science preparation for all

CQA's highly diverse school community reflects our surrounding neighborhoods, often called the "United Nations" district.

2018-2019 CQA Enrollment

- Grades: 5-8
- Total Enrollment: 417
- Free/reduced lunch: 86%
- ELL: 23% of incoming 5th grade cohort; 10% overall
- SWD / SPED: 12% of incoming 5th grade cohort; 9% overall
- Hispanic / Latino: 69%
- Asian American: 16%
- African American: 11%
- White: 4%

We have not identified a building yet, but believe we would be able to find an educationally and financially viable District 24 building. CQA privately leases our current locations in Elmhurst and Glendale.

Questions?

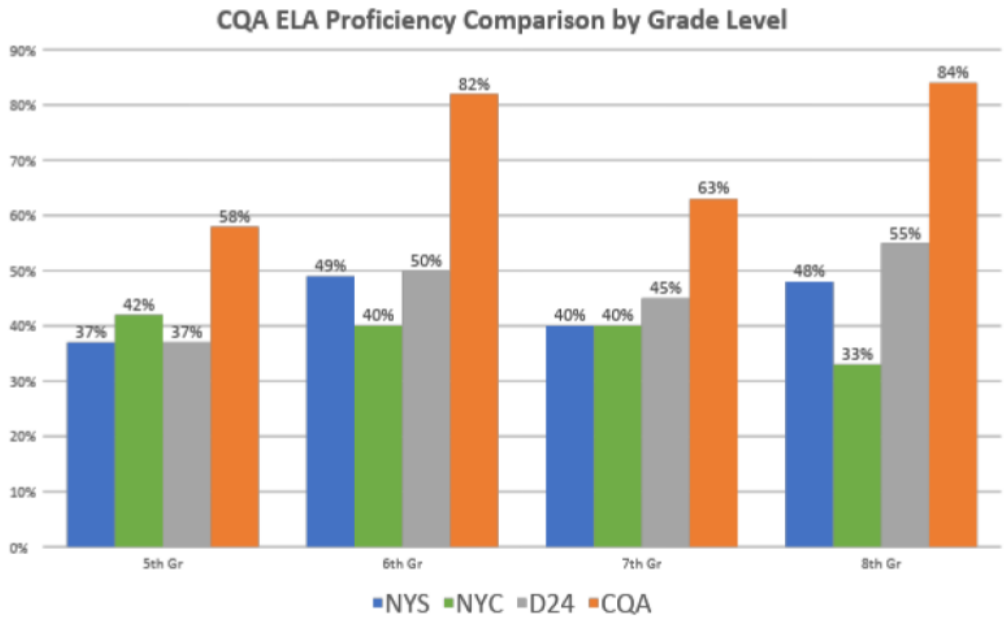
We invite feedback and input!

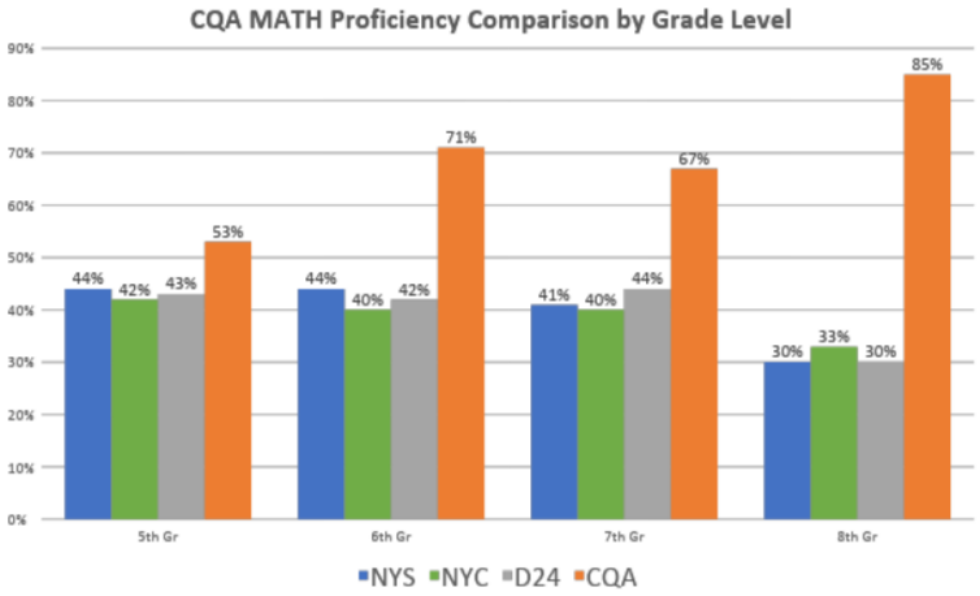
[redacted]

Appendix

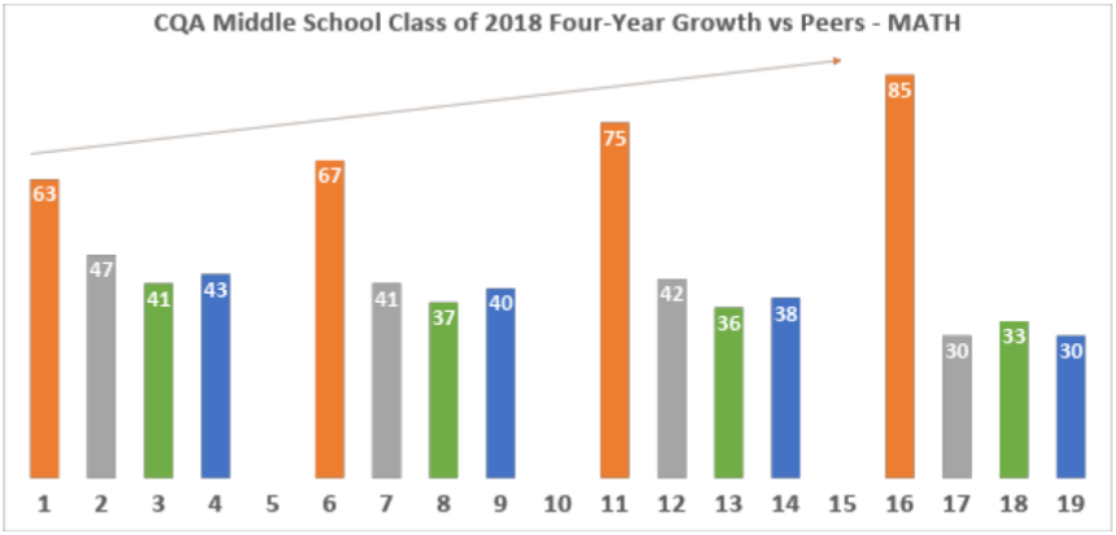
Academic Key Results

- For all testing years, CQA has exceeded city, state, and District 24 in math. In ELA, CQA has exceeded city, state, and District 24 for all years except for 2013, our school's first testing year.
- In 2017, CQA received a full unconditional renewal from our charter authorizer, SUNY.
- CQA's 8th grade graduates (classes of 2016, 2017, 2018) have placed into the school of their choice, including specialized and selective private and public options such as Stuyvesant, Bronx Science, Townsend Harris, Dalton, and Beacon.




CQA MATH Proficiency Comparison by Grade Level
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44%
42%
43%
53%
44%
40%
42%
71%
41%
40%
44%
67%
30%
33%
30%
85%
5th Gr
6th Gr
7th Gr
8th Gr
NYS
NYC
D24
CQA

9


CQA Middle School Class of 2018 Four-Year Growth vs Peers - MATH
63
47
41
43
67
41
37
40
75
42
36
38
85
30
33
30
1
2
3
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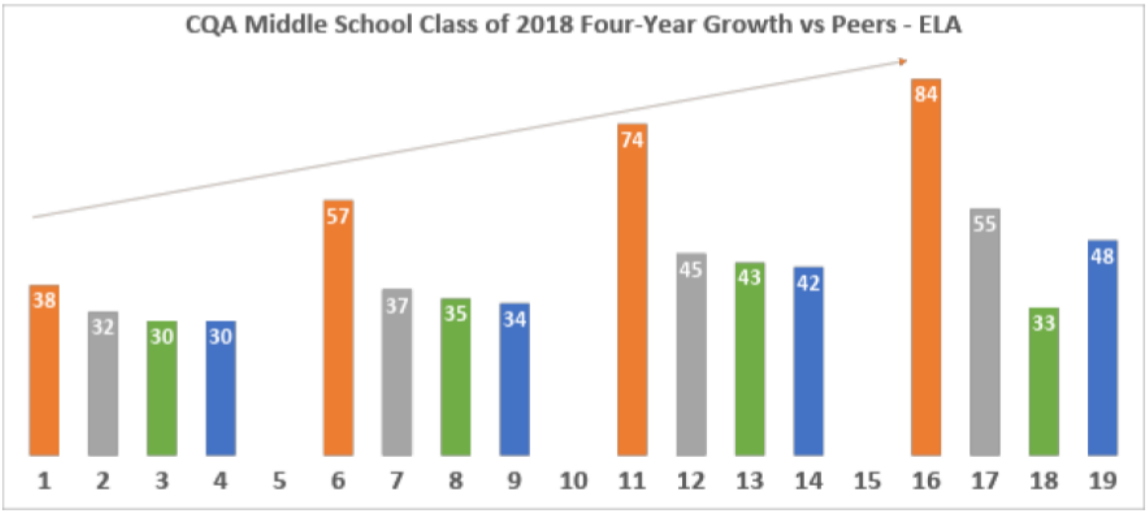

11

Feedback from community stakeholders was overwhelmingly positive with a notable exception. While members of the District 24 CEC were very enthusiastic about CQA I's plans to replicate, they noted that any pursuit of co-located space in a District 24 NYCDOE school would be disfavored because of the extreme overcrowding conditions. CQA leadership assured the CEC that CQA II's facility plans assume private leased space for growth, consistent with our current school building.

Since the Fall of 2020, CQA I's outreach has been to provide more frequent email updates to the local community and elected officials. These email updates were used to build support for CQA I that would become support for CQA II. Examples of this outreach can be found in Section R-04d.

In addition to these email updates, CQA I continued its annual partnership with SAYA. It also built a partnership with the New York Tibetan Service Center in the Spring of 2021. The Center held information sessions and assisted CQA I with its student recruitment as the school's student body historically has been overrepresented by this unique community compared to the local population.

There were several events in the local community where members of CQA I attended to speak about the school and its expansion plans. About 60 stakeholders of the school went to the 110th Precinct's Community Meeting on October 8, 2022. The Executive Director spoke to a committee of Community Board #4 on October 20, 2022 and the 110th Precinct's Community Meeting on December 15, 2022. He then made a presentation to the Newtown Civic Association at its May 22, 2023 meeting.

Over the last two years, on several occasions, CQA I also updated Regent Judith Chin who represents Queens. These updates occurred on:

- October 8, 2021,
- November 24, 2021,
- December 23, 2021,
- February 8, 2022,
- June 24, 2022,
- August 2, 2022,
- August 31, 2022,
- November 23, 2022,
- December 23, 2022,
- April 6, 2023, and
- June 23, 2023.

Similarly, over the last two and a half years, CQA I updated and met numerous local elected officials and/or their representatives on its progress and performance, as well as to build support for CQA II. Below is a list of elected officials and the various forms of outreach made by the school and interactions with the officials and/or their representatives.

[redacted]

- The CQA Executive Director met with him regarding opening CQA II,
- He spoke at the CQA I graduation in June 2019,
- The CQA Executive Director met with him on February 26, 2021 about CQA II,
- Updated him on February 18, 2021,
- Updated him on November 24, 2021,
- Updated him on December 23, 2021,
- Updated him on February 28, 2022,
- Updated him on August 1, 2022,
- Updated him on November 23, 2022,
- Updated him on December 23, 2022, and
- Updated him on June 23, 2023.

[redacted]

- The CQA Executive Director and two CQA parents met with his representative on March 8, 2023 about CQA II,
- The CQA Executive Director followed up with his representative on March 9, 2023, and
- Updated on June 23, 2023.

[redacted]

- Updated on November 24, 2021,
- The CQA Executive Director spoke to his representative in December 2021,
- Updated him on December 23, 2021, and

- Updated him on November 23, 2022.

[redacted]

- Invited him to the school on February 17, 2023,
- The CQA Executive Director and two CQA parents met with him in person on March 8, 2023 about CQA II,
- Invited him to the school on March 9, 2023 and March 22, 2023,
- He provided graduation certificates for the CQA 8th grade graduation ceremony in June 2023, and
- Updated him June 23, 2023.

[redacted]

- Updated him on November 24, 2021,
- The CQA Executive Director met with his representative on February 7, 2022,
- Invited him to the school on August 1, 2022
- The CQA Executive Director and two CQA parents met with his representative on March 8, 2023;
- The CQA Executive Director met with his representative on September 7, 2022,
- Updated him on November 23, 2022, and
- Updated him on June 23, 2023.

[redacted]

- Updated her on October 8, 2021,
- Met with her via Zoom on November 16, 2021,
- Updated her on November 24, 2021,
- Updated her on December 23, 2021
- She provided graduation certificates for the CQA 8th grade graduation ceremony in June 2022,
- Met with her in person on September 7, 2022,
- Updated her on November 23, 2022,
- Updated her on December 23, 2022,
- Updated her on June 23, 2023.

[redacted]

- She spoke at our virtual graduation in June 2020,
- Updated her on September 29, 2020,
- Updated her on February 12, 2021,
- Updated her on April 30, 2021,
- Updated her on October 8, 2021,
- Updated her on November 24, 2021,
- Updated her on December 23, 2021,
- Updated her on November 23, 2022, and

- Updated her on December 23, 2022.

[redacted]

- Updated him on February 12, 2021,
- Communicated with his representative on June 21, 2021,
- Communicated with his representative on October 8, 2021,
- Updated him on November 24, 2021,
- Updated him on December 23, 2021,
- Updated him on February 8, 2022,
- Updated him on June 24, 2022,
- Met with him in person on September 7, 2022,
- Updated him on November 23, 2022,
- Updated him on December 23, 2022,
- Updated him on April 6, 2023, and
- Updated him on June 23, 2023.

[redacted]

- Wrote to him on January 20, 2022,
- Invited him to the school on January 21, 2022,
- Met with two of his representatives on August 29, 2022,
- Emailed him on November 10, 2022 to advocate for CQA I,
- Updated him on December 23, 2022,
- Updated him on January 19, 2023, and
- Updated him on June 23, 2023.

[redacted]

- Updated him on February 12, 2021,
- Updated him on October 8, 2021,
- Updated him on November 24, 2021,
- Updated him on December 23, 2021
- Updated him on August 1, 2022,
- Met with his representative on October 8, 2022,
- Communicated with his representative on October 20, 2022,
- Updated him on November 23, 2022,
- Updated him on December 23, 2022, and
- Communicated with his representative on January 12, 2023.

[redacted]

- Updated him on November 24, 2021,
- Invited him to the school on August 1, 2022,
- Met with him in person on August 29, 2022,
- Updated him on November 23, 2022,

- Updated him on December 23, 2022, and
- Updated him on June 23, 2023.

(b) Support

CQA has received strong support for our planned expansion and replication from all stakeholder groups. We would expect strong opposition should CQA II seek co-location in a NYCDOE building or otherwise exacerbate, rather than alleviate, the school overcrowding problems in District 24. However, CQA is seeking to rent private facilities and has identified one location.

(c) Demand

CQA's growing reputation as a school of quality as well as the documented scarcity of CSD 24 school seats contribute to a high likelihood that CQA II will be able to meet its enrollment targets. Historically about five waitlist seats are maintained for each one seat that is open in our intake grade, grade 5. In recent years, filling a vacated seat has required about 2-3 waitlist seats depending on the time of the school year when the seat is offered.

The greatest example of demand for CQA II is the large number of applications CQA I has received in recent years. The chart below shows that CQA has received large numbers of total applications for the grades it offers. For the April 2023 lottery, CQA I's waitlist was more than 300 applications in Kindergarten and more than 100 in first grade after the school completed its enrollment for the 2023-2024 school year. The school did not actively recruit for first grade for this lottery.

	Applications For the 2021-2022 School Year			Applications for the 2022-2023 School Year			Applications for the 2023-2024 School Year		
Grades	Available Seats	Applications	Wait List	Available Seats	Applications	Wait List	Available Seats	Applications	Wait List
K	55	371	316	100	440	340	100	407	307
1	55	193	138	50	217	167		121	121
2				50	204	154		139	139
3								117	117
4									
5	110	222	112	110	289	179	110	254	144
6		291	291		303	303		315	315
7		53	53		91	91		82	82
8		23	23		81	81		41	41
Totals	220	1153	933	310	1625	1,315	210	1,476	1266

[redacted]

EXPERIENCE

[redacted]

Jane Addams High School, Bronx, NY
Teacher
2000-2007

EDUCATION
Queens College, CUNY
MA, Educational Leadership and Administration, August 2007 GPA: 3.93
New York University
MA, Secondary Social Studies Education, September 2000 GPA: 3.91
University of Chicago
BA, *cum laude*, Law, Letters, and Society, December 1998 GPA: 3.50

CERTIFICATION
NYS School Administration & Supervision (permanent) & NYS 7-12 Social Studies Education (permanent)

SKILLS
Proficient in Windows, Microsoft Office, Adobe, PowerSchool, Kickboard, SmartBoard, and Internet
Proficient in Spanish and orally proficient in Gujarati

REFERENCES AVAILABLE ON REQUEST

[redacted]

Summary

Visionary educator with 25+ years of experience teaching, developing programs, developing leaders, supporting charter school start-ups, and leading schools focused on closing the achievement gap.

Leadership

[redacted]

[redacted]

TEACHING

Biology Teacher/ Science Department Chair
Boston, MA
MATCH Charter High School/ 2002-2005
Taught 10th/11th grade biology and AP senior biology in a fully inclusive model. Worked closely with Special Education Coordinator to modify lessons and assessments. Ran weekly after-school tutorials for students. Maintained frequent family contact to reinforce home-school partnership.

Science Teacher
Boston, MA
City On A Hill Charter High School/ 2000 - 2002
Created senior honors curriculum: "An Introduction to Anatomy and Physiology in Society Today." Taught 12th grade honors science curriculum. Taught Physical Science and Earth Science to 9th and 10th graders.

Science Teacher/ Science Department Chair
Jersey City, NJ
Ollie E. Culbreth Jr. Public School (Number 14)/ 1997 - 2000
Developed and built the Ollie E. Culbreth Jr. Science laboratory. Developed the 1999 district midterm for grades 7-8. Co-authored the Comer Whole School Reform Implementation Plan and the Ollie E. Culbreth Educational Technology Plan. Taught science to students in grades 4 – 8 in a fully inclusive model. Subjects taught included: Earth Science, Life Science, and Physical Science.

EDUCATION

University of Massachusetts
Boston, MA
Master of Educational Administration/ May 2003

St. Peter's College
Jersey City, New Jersey
Teacher Certification/ June 1998

Union College
Schenectady, NY

Bachelor of Science, Biology, Deans List/ June 1997

References available upon request

[redacted]

QUALIFICATIONS SUMMARY:
Strategic business leader and financial professional with cross functional expertise. 20+ years experience leading nonprofit and corporate organizations through various challenges including start up, revitalization, acquisition and accelerated growth. Entrepreneurial and collaborative style.

[redacted]

- Serves as a member of the school's Senior Leadership team and key board interface on all financial matters.
- Responsible for overseeing the school's fiscal management and strategic planning: (financial reporting, budget development/oversight, cash management, audit and internal control, general ledger, payroll, purchasing, investments, financing, grants and contracts, facility planning, etc.).
- Responsible for $20mm operating budget.

[redacted]

- Directed all financial administration and day to day operations (HR, payroll, accounting functions, purchasing, contract negotiations, audit & internal control, insurance, investments, grants, month end close, budgeting, monthly, quarterly and year end reporting, etc.).
- Reported directly to the Executive Director and the Board of Trustees.
- Developed a revitalization strategy which required a separation from the Management Company and restructuring of the operations and financial administration.
- Initiated and oversaw a 48,000 sq. ft. new construction project for state-of-the-art school building.
- Secured a Standard & Poor's investment grade rating and oversaw the $21 million bond financing.
- Managed a budget of $ 5 million with consecutive years of positive "better than budget" performance.
- Managed consecutive years of audits with no findings.

[redacted]

- Responsible for the overall management of the organization.
- Reported directly to the Board of Directors.
- Responsibilities included strategic planning, operations and financial management, grant writing, fund development, event planning & membership development, government & media relations.
- Collaborated with the Founding Board Chairman to set new vision and direction.
- Increased "active" memberships by 50% and reestablished relationships with state and local government officials.

[redacted]

OTHER NON-PROFIT AFFILIATIONS

Chaired fundraising committees and sat on advisory board committees for the Junior League of Long Island, Islip Breast Cancer Coalition, Great South Bay YMCA, Boulton Center for the Performing Arts, New York Dance Theatre.

[redacted]

Education
Hofstra University Graduate School of Business
Completed 60 credits toward MBA degree in Finance.

Hofstra University, B.A. French

Computer Skills
QuickBooks, Intacct, Bill.com, Bamboo, Asana, ETapestry, Microsoft Office (Word, Excel, Outlook), Google Docs

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION

Bachelor of Arts, Cum Laude, May 1996, State University of New York at Oswego
Major: Communication Studies; Minor: Women's Studies

DATABASE KNOWLEDGE

PledgeMaker, Raiser's Edge, Salesforce

CQA CENTRAL CHARTER [redacted]

Dear Families,

CQA would like to open another CQA school in the future; a CQA II! We are asking the State of New York for permission this month. As part of our application we want to show support from our CQA families.

If you would like to express support for CQA II, please sign your name below and send this back with your scholar by **Monday January 7th**.

If you have suggestion of new programs to include, please include in the suggestion box provided.

Thank you!

Queridas familias,

CQA quisiera abrir otra escuela de CQA en el futuro; un CQA II! Estamos pidiendo permiso al estado de Nueva York este mes. Como parte de nuestra aplicación, queremos mostrar el apoyo de nuestras familias de CQA.

Si desea expresar su apoyo a CQA II, firme su nombre a continuación y devuélvalo con su nino(a) el ***lunes 7 de enero****.*

Si tiene sugerencias de nuevos programas inclúyalos en el cuadro de sugerencias provisto.

¡Gracias!

❑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

[redacted]

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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Si tiene sugerencias de nuevos programas inclúyalos en el cuadro de sugerencias provisto.

¡Gracias!

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

[redacted]

Dear Families,

CQA would like to open another CQA school in the future; a CQA III We are asking the State of New York for permission this month. As part of our application we want to show support from our CQA families.

If you would like to express support for CQA II, please sign your name below and send this back with your scholar by **Monday January 7th**.

If you have suggestion of new programs to include, please include in the suggestion box provided.

Thank you!

Queridas familias,

CQA quisiera abrir otra escuela de CQA en el futuro; un CQA III Estamos pidiendo permiso al estado de Nueva York este mes. Como parte de nuestra aplicación, queremos mostrar el apoyo de nuestras familias de CQA.

Si desea expresar su apoyo a CQA II, firme su nombre a continuación y devuélvalo con su nino(a) el ***lunes 7 de enero****.*

Si tiene sugerencias de nuevos programas inclúyalos en el cuadro de sugerencias provisto.

¡Gracias!

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

Dear Families,

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If you have suggestion of new programs to include, please include in the suggestion box provided.

Thank you!

Queridas familias,

CQA quisiera abrir otra escuela de CQA en el futuro; un CQA II! Estamos pidiendo permiso al estado de Nueva York este mes. Como parte de nuestra aplicación, queremos mostrar el apoyo de nuestras familias de CQA.

*Si desea expresar su apoyo a CQA II, firme su nombre a continuación y devuélvalo con su nino(a) el **lunes 7 de enero**.*

¡Gracias!

_____/_____

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

Dear Families,

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Si tiene sugerencias de nuevos programas inclúyalos en el cuadro de sugerencias provisto.

¡Gracias!

[redacted]

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Open a high school

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Cheerleading, woodclass, Track team, Step and dance team. Foot ball team.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

[redacted]

Dear Families, [redacted] 807

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- Fashion/ costmetology/ cheerleading
- Dress down
- Soccer team
- Volleyball team

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I strongly support the opening of another CQA branch because of their good education standard and supportive teachers.

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Signature/ *Firma:* _____

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Signature/ *Firma:* Star Acquah

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

My Suggestions is that CQA deserve a second school, because it is doing amazing thing in my children's lives both academic and morally

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Signature/ *Firma:* _____

My suggestions for [redacted]*ncias para el futuro son…*

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

basketball program, math club, technology,

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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[redacted]

QA abriendo una segunda escuela

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

To make a bigger building.

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

It will be nice for the new school to have a variety of CQA sweaters. Most student dont like the cardigans

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☑ I support [redacted] *QA abriendo una segunda escuela*

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My suggestions [redacted] *futuro son…*

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☑ I support [redacted] *a CQA abriendo una segunda escuela*

Signature/ *Firma* [redacted] _____

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

• Have different colores uniforms to tell the difference between the two CQA's.

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CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- More extracurricular activities

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Signature/ *Firma* [redacted] _____

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

add a high school

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[redacted]

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[redacted] *QA abriendo una segunda escuela*

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

[redacted]

Apoyo a CQA abriendo

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

My Suggestion for the futrese are that that there is going to be onthe cala school.

☑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

student council or student activities, also a physical education program.

[redacted]

☑ I support

Signature/ *Firma*

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

☑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

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Signature/ *Firma*. [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Add desks for the kids to have less things in their backpacks.

[redacted]

☑ I support COA opening a second school/ *Apoyo a COA abriendo una segunda escuela*

Signature/ *Firm*[redacted]

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[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Recreational Programs as Gym, Arte, and Music. Free time? More trips

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

gym with basketball class, more co-curricular activities, book fairs, chess program, auditorium, computer class

Melissa Zuem

CENTRAL QUEENS ACADEMY
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Signature/ *Fir*[redacted] *son…*

My suggestions for the future are/ *Mis sugerencias*

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[redacted]

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[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Gym Basketball

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

My suggestions for the future to have more help for the students that need it for example extra after school programs.

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¡Gracias!

☑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Regular gymnasium and gym classes throughout the entire school year.

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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☒ I support CQA opening a second school/ *Apoyo a CQA abriendo una seg*[redacted]

Signature/ *Firm*[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- After school school programs, for example, track, Basketball...
- Bathrooms outside of classrooms
-

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Signature/ *Firm* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

More extracurricular activities.

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Signature/ [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

We want more technical and computer Related studies like basic programming

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Signature/ *P* [redacted] _____

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☐ I su [redacted] *abriendo una segunda escuela*

Signature/ [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

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Signature/ *Firm* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- bathrooms < girls / boys
- Space
- bigger or better Windos
- Computer room
- biger office

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*
we have some suggestions, my son always dreamed of this to be in his school:
- stage
- stadium / Soccer Field / Gym
- bigger hallway

please put this in your plan in the new School

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☑ I support [redacted] second school/ Apoyo a CQA abriendo una segunda escuela

Signature/ Firm[redacted]

My suggestions for the future are/ Mis sug[redacted] o son…

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Signature/ *Fir* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Bigger play area outside for children

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¡Gracias!

☑ I support CQA [redacted] *gunda escuela*

Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

I would like to suggest that the new school for CQA should have pre-k and kindergarden grades.

- written by me, idea of my mom

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☑ [redacted] second school/ *Apoyo a CQA abriendo una segunda escuela*

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son:*

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☑ I s[redacted] *CQA abriendo una segunda escuela*

Signature[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Art class and Music classes

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¡Gracias!

☑ I su[redacted] a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/[redacted] *turo son…*

My suggestions for the future are/ *Mis sugerencias*

CQA CENTRAL QUEENS ACADE
CHARTER SCHOOL

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☑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

including grade level pre-k to 4th to the new CQA school.

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Que si estoy de acuerdo que hallan mas charter School en el Estado de New York y especialmente High School. para los grados, 9, 10, 11 y 12.

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¡Gracias!

[redacted] *I/ Apoyo a CQA abriendo una segunda escuela*

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

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CHARTER SCHOOL

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¡Gracias!

☑ I support CQA opening a second school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Applying for elementary charter School or middle School?

CENTRAL QUEENS ACADEMY
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¡Gracias!

[redacted] *o a CQA abriendo una segunda escuela*

[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Have a CQA for elementary scholars!

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Ayudar con las tareas.
Hacer talleres para los papas

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after school progams.

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

a bigger School with gym

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

1) Gym Activities
2) Learning Enhancements for music.
3) Different languages (Chinese, Spanish, etc)

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none

Jcm 1 R 602

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

would love to see more Gym, art and tech classes.

Thanks

Maya Guadalupe
602

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Joan Aguilar

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Signatur[redacted]

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Philip Njoku

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Eram Yu

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

We are very happy to heard that open
another CQA school in future, because CQA
have good education.

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To extend to 12th grade.

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Signature/ *Firm* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

to have soccer match every monday and which ever team win they go to ticket and also have ice cream in summer every Friday and dress day every monday and friday in March- June.

Brigitte Cielo

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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everything is OK

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- Art classes
- music classes

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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que aya todo los grados por
que es muy buena escuela

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me gustaria que abrieran una escuela desde kindergarden hasta octavo grado porfavor.

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Que abran otras escuelas como CQA para los niños. que comiensen si es posible desde kindergarden.

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My sugge[redacted] *para el futuro son...*

To have a gym for not only mental / education but physically to be active. a school where siblings from elementary through junior high school can be together in one building. My son would like to have more physical activities especially during his growing stages. (Basket ball for him.)

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Que vean más Escuelas Charter en Queens, y High School, grados 9, 10, 11, 12

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[redacted]

CQCI CENTRAL QUEENS ACADEMY CHARTER SCHOOL

May 7, 2018

To Whom It May Concern:

Please be aware that Eddy Santamaria has been a student at our school for the last two years. Despite some academic struggles, Eddy has made significant progress in that time in English, math, science, and social studies. Without a doubt, Eddy's academic gains are because of the support he has received from his two parents.

Eddy's academic needs are significant. He struggles in English when forced to read a complex text regardless of whether it is fiction or non-fiction. At times, he finds it difficult to analyze a text in order to determine the central idea, best evidence to support a claim, or author's tone. In writing, Eddy sometimes fails to properly articulate his thoughts, craft a thesis statement, substantiate an idea with appropriate explanation, and write evaluations. In mathematics, Eddy has a hard time with multi-step problems, synthesizing concepts, and real world math questions. In social studies, Eddy needs to continuously work on understanding & analyzing primary source documents, writing essays using accurate historical content, understanding bias, and deciphering maps, charts & graphs. In science, Eddy should improve in retaining content, applying & integrating ideas together, and mastering concepts in biology, chemistry, physics, and earth science.

As Eddy approaches 7th grade, which is academically the most important middle school year for determining high school admissions, he will face a myriad of new academic challenges since the New York State Next Generation Standards sharply increase in 7th grade. The content and skills required during 7th grade are more difficult than many of the previous academic years combined! In addition, Eddy will face new social and emotional obstacles as he will be commuting to school on his own using public transportation and will have a new set of classmates, some of whom will be new to our school.

Without the support of his parents, I fear that Eddy will suffer academically, socially, and emotionally in ways where he may never recover. It is vital for Eddy to be with his parents in an environment where he can continue to grow academically, socially, emotionally, and in every other way.

Thank you for your consideration.

[redacted]

[redacted]

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Signature/[redacted] ara el futuro son…

My suggestions fo[redacted]

to make seperate bathrooms (boysandgirls)

To have a GYM and theater

to have a science fair when the school is built

CENTRAL QUEENS ACADEMY
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Fuera muy buena idea de una Segunda escuela pero que Tuviera gimnasio para que los ninos se desarrollen Fisicamente. es mi opinion gracias

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Signature/ *Fi*[redacted]

My suggestions for the future [redacted] *s para el futuro son…*

Art, gym, Free time

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Signature/ *Fi*[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son:*

Art, Essay writing classes, Dance, Sports, music, etc.

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Cintia Cajilima

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Sofia Moreno

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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Signature/ *Firma* [redacted]

My suggestion [redacted] *ugerencias para el futuro son…*

Gym class.

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¡Gracias!

[redacted]

Sig

My suggestions for the future are/ Mis sug

The School is amazing as is.
Thank you for all you do.

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¡Gracias!

☑ I supp[redacted] *na segunda escuela*

Signature/ *Fi*[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Art drama Music dance singing.

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My suggestions for the future are/ *Mis sugerencias para el futuro son:*

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Signatur[redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Seguir apoyando a los niños
Para que sean un buen
Futuro

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A CQA High School ☺

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A Gym

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Itzy Perez 503#16

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☐ I support CQA [redacted] school/ *Apoyo a CQA abriendo una segunda escuela*

Signature/ *Firma:* [redacted] 1-7-2019

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

Should be from K to 8 grade

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Signature/ *Firma:* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

to add atleast a bigger cafeteria.

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Signature/ *Firma* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

After school programs for 5th and 6th graders.

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Signature/ *Firm* [redacted]

My suggestions for the future are/ *Mis sugerencias para el futuro son…*

gym with basketball class, more co-curricular activities, book fairs, chess program, auditorium

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CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

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ART CLASS

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My suggestions for the future are/ *Mis sugerencias para el futuro son…*

- More space
- add playground
- and add gym
- more desks
- more computer
- add more teachers

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Nosotros Apoyamos a CQA para que abran Una EScuela desde Kindergarden.

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Lesly Vasquez 501 26

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more programs, great school

[redacted]

January 7, 2019

[redacted]

On behalf of South Asian Youth Action (SAYA), I am writing in regard to CQA's proposed second school, CQA II. Based on our partnership with CQA since its opening, we are confident that District 24 students and families would be well served by a second CQA.

SAYA is a 501(c)3 youth development organization in New York City for students ranging in age from first graders to college students. Our mission is to foster a strong sense of belonging in youth and provide them with tools to thrive academically, professionally and personally. SAYA is South Asian-focused, inclusive and committed to connecting youth from all backgrounds to opportunities. Established in 1996, SAYA has grown into a $4.3 million organization currently running programs at nine NYC schools and our community center in Elmhurst, Queens. We offer year-round programming that takes place during the school day, after school, on weekends and during the summer. In the 2017-18 school year, over 1,500 youth benefited from our services.

Many SAYA participants are first- or second-generation immigrants and face challenges that can hinder their chances to be academically successful, graduate high school and go to college. SAYA provides an accessible, safe and culturally affirming space for youth and offers mentorship beyond the classroom so they confidently grow into engaged community members ready for college, career and personal success. Our holistic and comprehensive services include free leadership and identity development, academic support, college access and success programming, career exploration, sports, arts and STEM instruction.

CQA's strong and positive school culture reflects a core belief about the importance of social and emotional health for life and academic success. Given SAYA's focus on building social and emotional learning competencies in youth, there is clear alignment between SAYA's and CQA's missions. Since CQA opened, SAYA has provided a 90-minute enrichment block to seventh and eighth graders following the instructional day. Currently, through a contract with the New York City Department of Youth and Community Development, SAYA is able to offer a variety of enrichment activities such as taekwondo, drama, sports and leadership skills-building. Following the enrichment block, students can receive help with their homework and school assignments.

[redacted]

By collaborating to provide free enrichment to each student, SAYA and CQA demonstrate a shared commitment to the whole child. We hope that the school will be able to offer this effective and impactful program to more families and look forward to exploring opportunities to expand our partnership with CQA to provide high quality services to the youth of District 24.

Please do not hesitate to contact me at sonia.sisodia@saya.org with any questions.

[redacted]

[redacted]

January 8, 2019

[redacted]

We are the Co-Executive Directors of the Coalition of Asian American Children and Families (CACF), and are pleased to provide our support Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Founded in 1986, CACF advocates for equity and opportunity for marginalized Asian Pacific American (APA) children and families. We do this by using and sharing information that counters the model minority myth and sheds light on community needs; activating APA youth and community members as "social justice" leaders; and mobilizing a coalition of partners to fight for systems and policy change. Our vision is for all children and families, including Asian Pacific Americans, in New York City to be safe, healthy, and able to reach their full potential in life.

As an organization committed to advancing educational equity in New York City for our young people, CACF believes that all families in all of NYC's neighborhoods should have high-quality public school options available to them. CQA's culturally responsive, academically rigorous school community values diversity and practices inclusivity. We believe this school climate should be open and available to all students, especially Asian American whoc face a variety of barriers in schools, ranging from intense bullying to linguistic isolation.

We hope CQA will be afforded the opportunity to expand and ask that you contact us via email should you have any further questions.

[redacted]

50 Broad Street, 18th Floor, New York, NY 10004 Tel: 212.809.4675 Fax: 212.785.4601 www.cacf.org

Suyin So <suyin.so@centralqueensacademy.org>

Meeting

[redacted]

Thank you very much. It was a pleasure meeting all of you and it was a very informative meeting. Wish you well with your plans for expansion.

[redacted]

[redacted]

Thank you again for coming to the CQA II info session last night (and for eating the cookies!). If you or any other members of the CEC have questions about our plans for replication, please do not hesitate to email any of us. I have copied here Glenn Liebeck, our School Director, Therese Paskoff, our Operations Director, and Melissa Kinsella, our Advancement Director. I've also included some data about our students below.

We will be filing the proposal for our second charter on Wednesday January 9th and hope to able update the CEC with a positive response thereafter. Please do not hesitate to send us any feedback or input as the process unfolds!

Best regards,
[redacted]

2018-2019 CQA Enrollment

- Grades: 5-8
- Total Enrollment: 417
- Free/reduced lunch: 86%
- ELL: 23% of incoming 5th grade cohort; 10% overall
- SWD / SPED: 12% of incoming 5th grade cohort; 9% overall
- Hispanic / Latino: 69%
- Asian American: 16%
- African American: 11%
- White: 4%

[redacted]

We look forward to welcoming Ms. Berger. If other CEC members have questions about our process, I'm happy to meet with them at their convenience or communicate over email.

Thanks,
[redacted]

[redacted]

I wanted to let you know that Jo Ann Berger, a member of our CEC24 will be attending this evening.

Thank you.

[redacted]

[redacted]

[redacted]

[redacted]

chhaya CDC

Sustaining Homes
Strengthening Communities

[redacted]

[redacted]

[redacted]

On behalf of Chhaya CDC, I write to express our support for Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Chhaya CDC was founded in 2000 to advocate for the housing needs of New York City's low-to-moderate income individuals and families. Our mission is to build the power, housing stability & economic well-being of South Asian and Indo Caribbean communities. Annually, Chhaya directly serves 2,000 individuals and reaches thousands more through our group workshops and outreach.

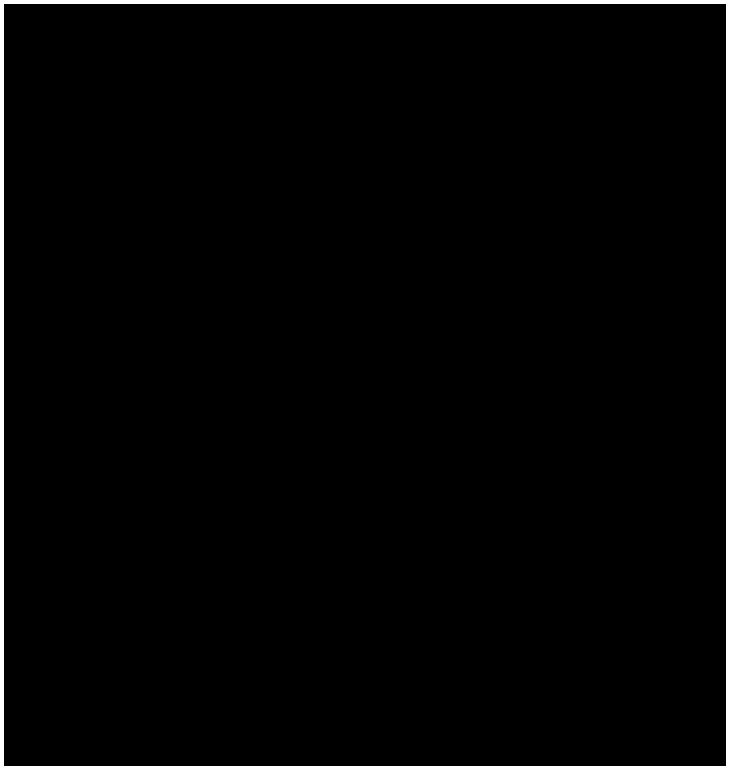
Central to the needs of Chhaya's constituents and community is access to high quality and culturally competent public education, particularly in the middle grades that CQA serves. I have visited CQA personally, and seen firsthand the direct impact its program makes each day.

As a longtime Jackson Heights resident and activist, I personally believe more schools should be built and opened in the overcrowded District 24 neighborhoods. I particularly believe these neighborhoods need schools that offer a culturally competent, high-quality and college-preparatory program inside a nurturing environment, such as CQA's. A second CQA would be a benefit to our neighborhoods and families.

Very truly yours,

[redacted]

[redacted]



On behalf of Chinese-American Planning Council (CPC), I write to express our support for Central Queens Academy II, the proposed replication of Central Queens Academy Charter School (CQA).

Founded in 1965, CPC's mission is to promote social and economic empowerment of Chinese American, immigrant and low-income communities. CPC serves over 3,000 individuals each day through the social services offered at our Queens Community Center. We provide early childhood education, school-age care, youth services, workforce development, community services, and senior services.

Our community has long advocated and asked the City of New York for more high-quality educational options well-suited for our families and children, 71% of whom are immigrants and another 21% of whom live in poverty. Still falsely touted as the model minority, Chinese Americans experience significant psychosocial and academic barriers in many schools across the city.

Particularly at a time when the quality and equity of New York City's public school system are under intense scrutiny, we believe schools serving highly immigrant communities that balance a warm school climate and rigorous academic preparation like CQA are needed more than ever.

If you would like further information about our support for Central Queens Academy II, please feel free to contact me at [redacted]. Thank you for your time and consideration.

Evidence of Additional Outreach

Speaking to the Community Board #4…….Page 2

Emails to local elected officials…….Pages 3-48

Mass Emails to the Community…….Pages 49-70

Newtown Civic Association…….Pages 71-72

Open Houses for the Community…….Pages 73-103

Local Media Articles…….Pages 104-147

Also Attached…….Open House Flyer and Marketing Materials

Request 4d - Evidence of Outreach

Below is an example of an update sent to an elected official. Updates like these were used to build support for CQA I and II. Similar updates were sent to other elected officials. Response 4ac lists the various elected officials who received updates and when they were sent.

End of Year Update from CQA

A

Jun 23, 2023,
12:40 PM

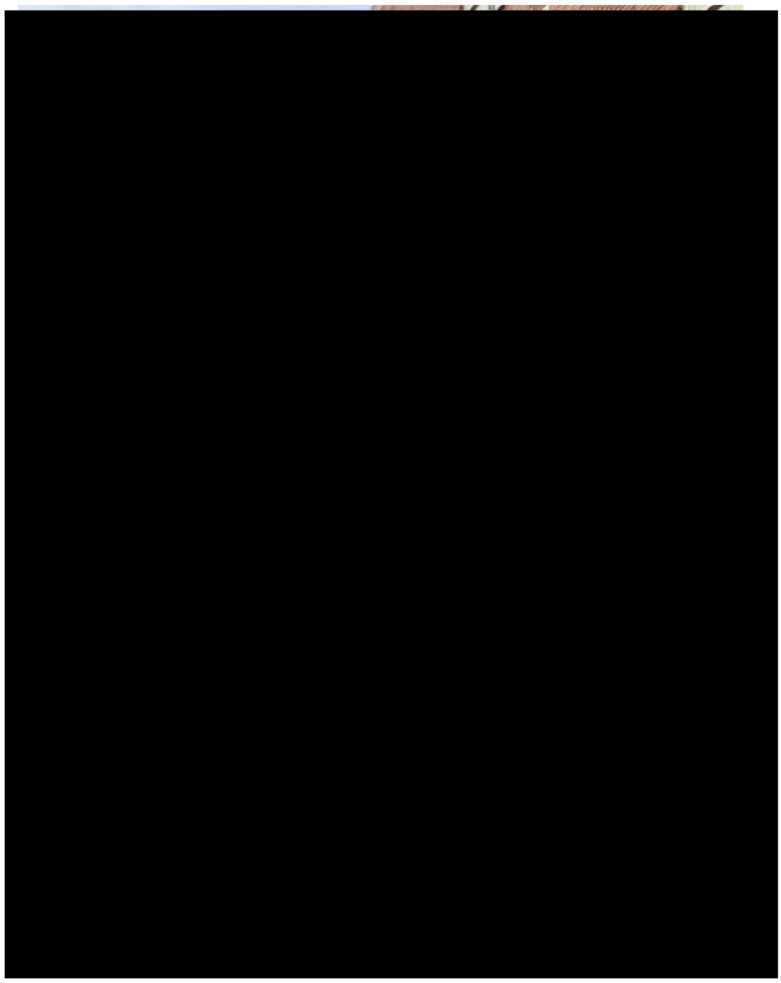
[redacted]

[redacted]

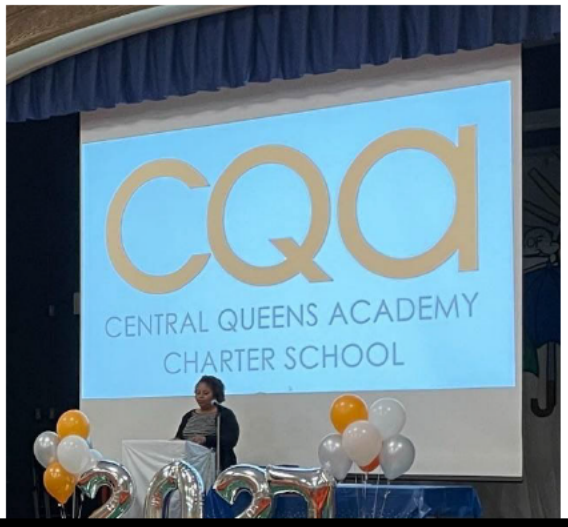
[redacted]

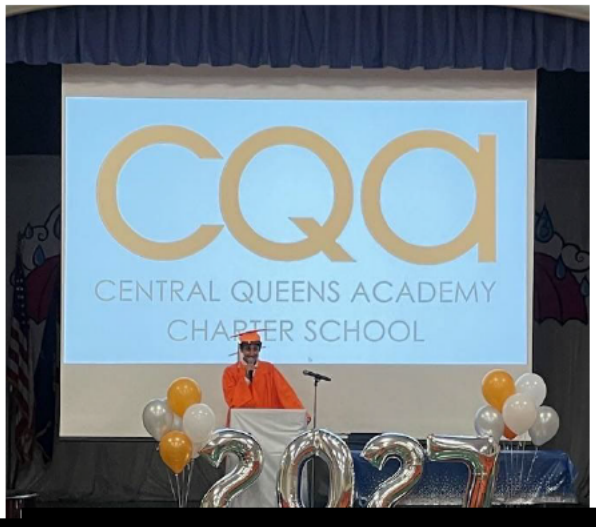
Happy Friday Council Member [redacted] I hope you are doing well. Today, our first full year with all scholars learning in our new building came to a successful close. It has certainly been a momentous year of growth, progress and new experiences. This spring has been particularly busy!

Last night, we celebrated our eighth grade scholars at a graduation ceremony attended by hundreds of families, teachers and staff. These scholars were in the middle of fifth grade, their first year with CQA, when the pandemic hit. They have endured and overcome so much in the past few years. While it hasn't been easy, their hard work combined with the relentless efforts of their teachers and the support of their families, has gotten them back on track and prepared for high school.



Nineteen percent were accepted to competitive, specialized or private high schools such as Stuyvesant, Townsend Harris, Brooklyn Tech, Beacon, Choate Rosemary Hall, and the Dalton School, among others. Thirty-one percent were accepted to their first choice high school and 76% were accepted to one of their top five choice high schools. Eighty-nine percent of our graduating class passed at least one high school Regents Exam before finishing 8th grade and almost two-thirds passed two high school state exams. Meanwhile our internal assessments show that our fifth through eighth grade middle school scholars achieved notable growth collectively. Scholars gained an average of 1.8 years in literacy and 1.2 years in math this school year.





[redacted]

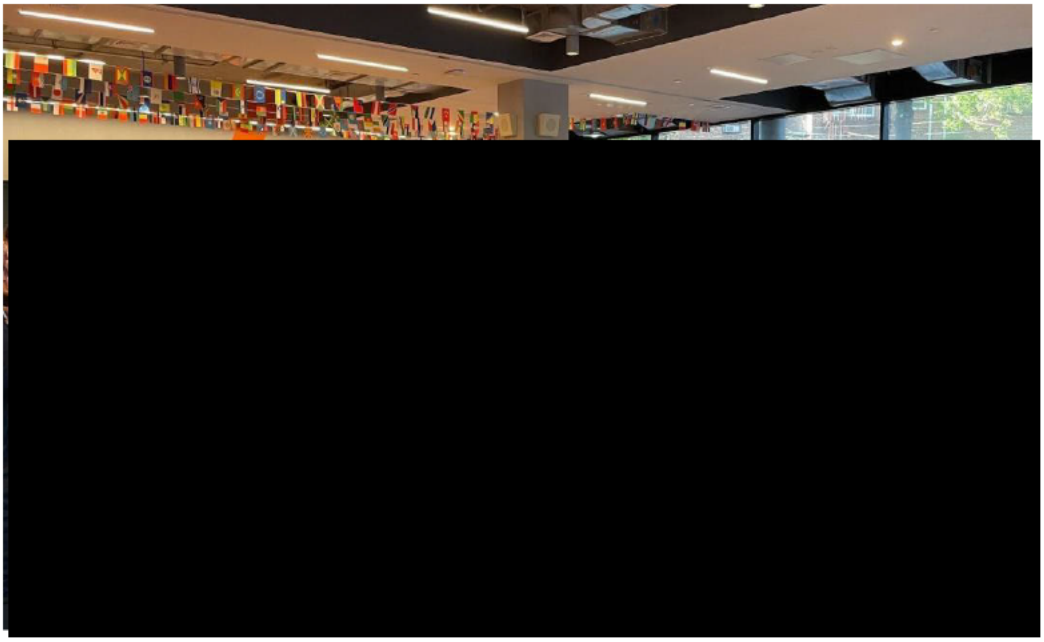
Principal Dee-Ann Martell and Valedictorian Aryan speak at CQA's 8th grade graduation ceremony.

We continue to expand our elementary school and tripled its size this school year by offering more school seats in Kindergarten and first grade and opening second grade. This week we celebrated our second class of Kindergarten scholars moving up to first grade.

[redacted]

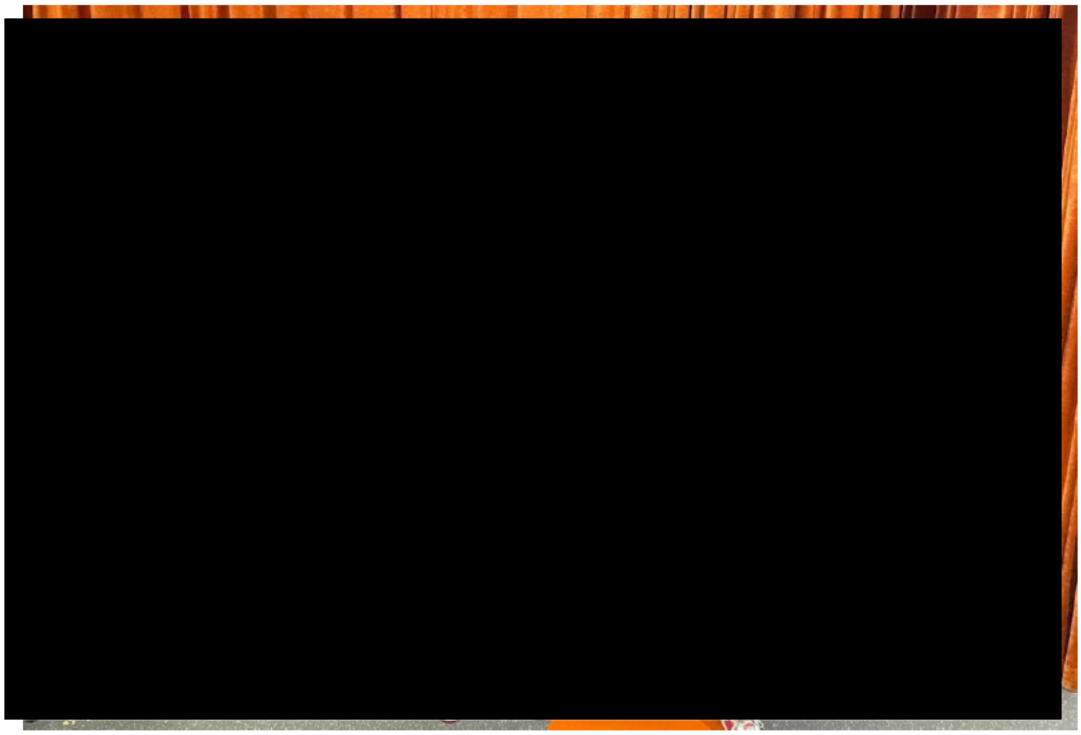
Kindergarten scholars, who will graduate high school in 2035, celebrated at our moving up ceremony.

Our new school building provided us the space to expand our program offerings this year, particularly in the area of arts education. We launched our music program last October with a jazz band for middle school scholars. For most of them, it was the first time they ever picked up a musical instrument. Seven months later in May, they performed for their peers, families and teachers. Everyone was beyond impressed with their accomplishments! You can watch a short video of their performance here. We look forward to continuing the program next year and inviting new scholars to learn music.



Jazz Band scholars perform for families and staff.

Similarly, we had our first ever theatrical performance in May. After several months of rehearsals, scholars performed the musical *Matilda* for their school community and families. They were thrilled to be a part of the show and they truly did an incredible job. Next year, when we open our gymnasium, we will be able to give them more space to rehearse and perform and to expand the program further.



Cast of Matilda the Musical celebrates after a fantastic performance!

We continue to engage more deeply with our families, who are our most valuable resource and our strongest partners. We had a strong showing in our Family Council with about 100 families joining monthly meetings, working with us on advocacy activities, and participating in social events. Families came together in May for their final community gathering of the school year.

CQA families joined staff for a Coffee Tea and Community event at the school.

As we end this year, we are already looking forward to next year! While other schools are struggling with maintaining enrollment, thanks in large part to our families being advocates for our school in the community, we are fully enrolled for the upcoming 2023-2024 school year. We received over 1,470 applications with only 200 available seats. We look forward to opening grade 3 and welcoming 100 new families in August.

And, as you know, in some of the most hopeful and consequential news of the school year, the New York State Legislature listened to families and charter advocates and opened the door for more charter schools to operate in New York City. The State's newly approved budget provides for zombie charters (assigned but unused charters) to be redistributed to previously approved, high-performing charter schools in high-needs areas. CQA was first on the list of NYC schools to receive one of those new charters. Our authorizer, SUNY-Charter Schools Institute, has indicated that we may be allowed to replicate our school beginning in August 2024. This would allow us to open an additional 900 elementary and middle school seats over time in private space. We hope to be able to share more news with you on this front in the coming months.

In the meanwhile, I thank you for your continued support. After some of the most challenging years in our school's and our community's history, we have made enormous strides. We have so much to look forward to in the coming years and we are so grateful for your leadership and partnership.

With thanks,

[redacted]

Executive Director and CQA Parent

Central Queens Academy Charter School

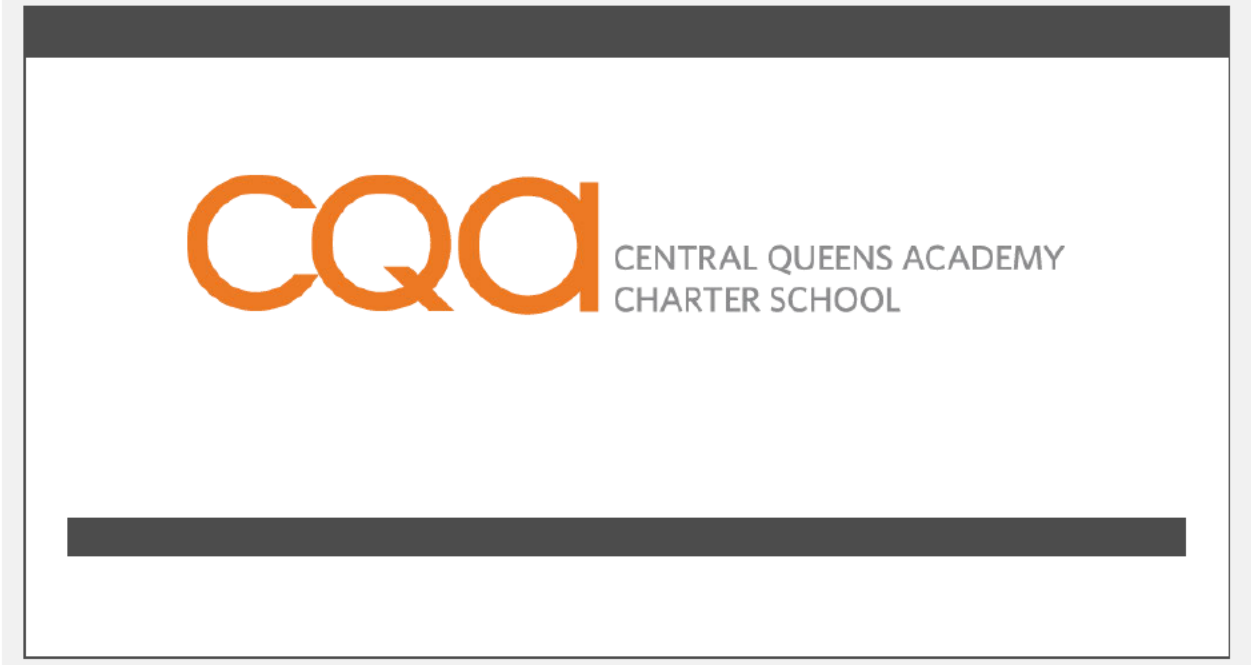
[redacted]

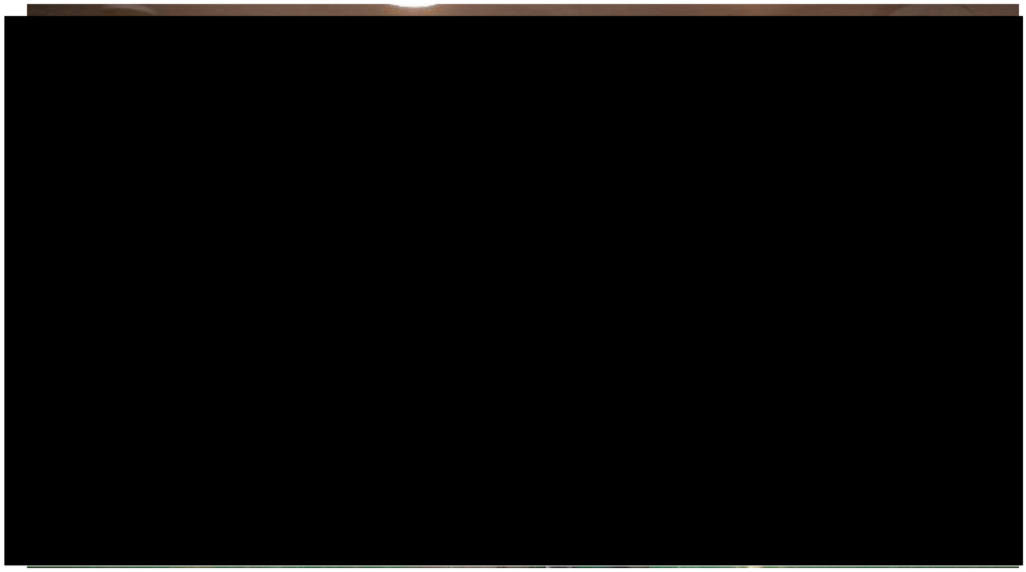
Below is a lengthy series of updates to members of the local Queens community from the beginning of the 2019-2020 school year to the present.

Congratulations CQA Graduates!

Central Queens Academy Charter School

Tue, Jul 2, 2019,
1:02 PM





Congratulations to the Class of 2023*!

Our newest graduates are high school bound and we couldn't be prouder!

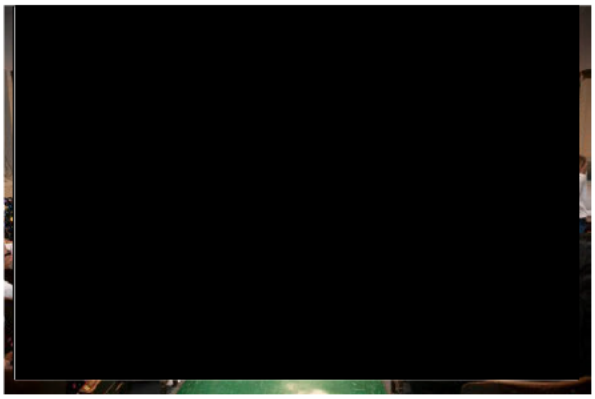
Special guest New York State [redacted] addressed the scholars and urged them to keep persisting: "Whatever comes your way in the coming years ... always take it as another opportunity to further your skills, strengthen your character, and continue to build on the foundation you have already gotten at Central Queens Academy."

We salute our 100 middle school graduates, whose accomplishments include achieving a 90% pass rate on the New York Regents Earth Science test, a high school exam.

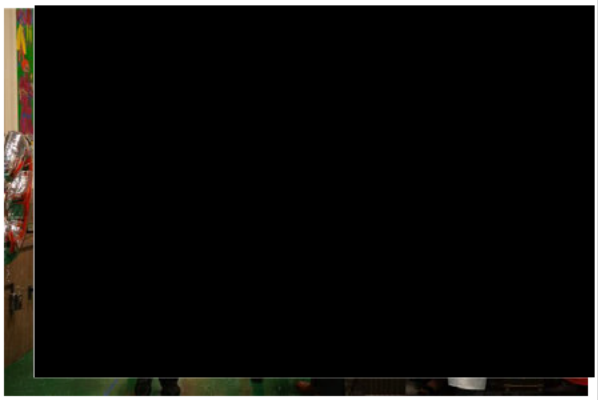
We look forward to seeing our grads grow. Thank you for your support and partnership!

** CQA's eighth grade graduates are referred to as the Class of 2023 because that is when these scholars will graduate from high school and enroll in college.*

[redacted]



Family, friends and teachers packed the auditorium of PS 149 to support CQA's graduating class of 2023.



One hundred CQA scholars walked across the stage to receive their certificate of completion.

[redacted] congratulated the scholars on their achievements.

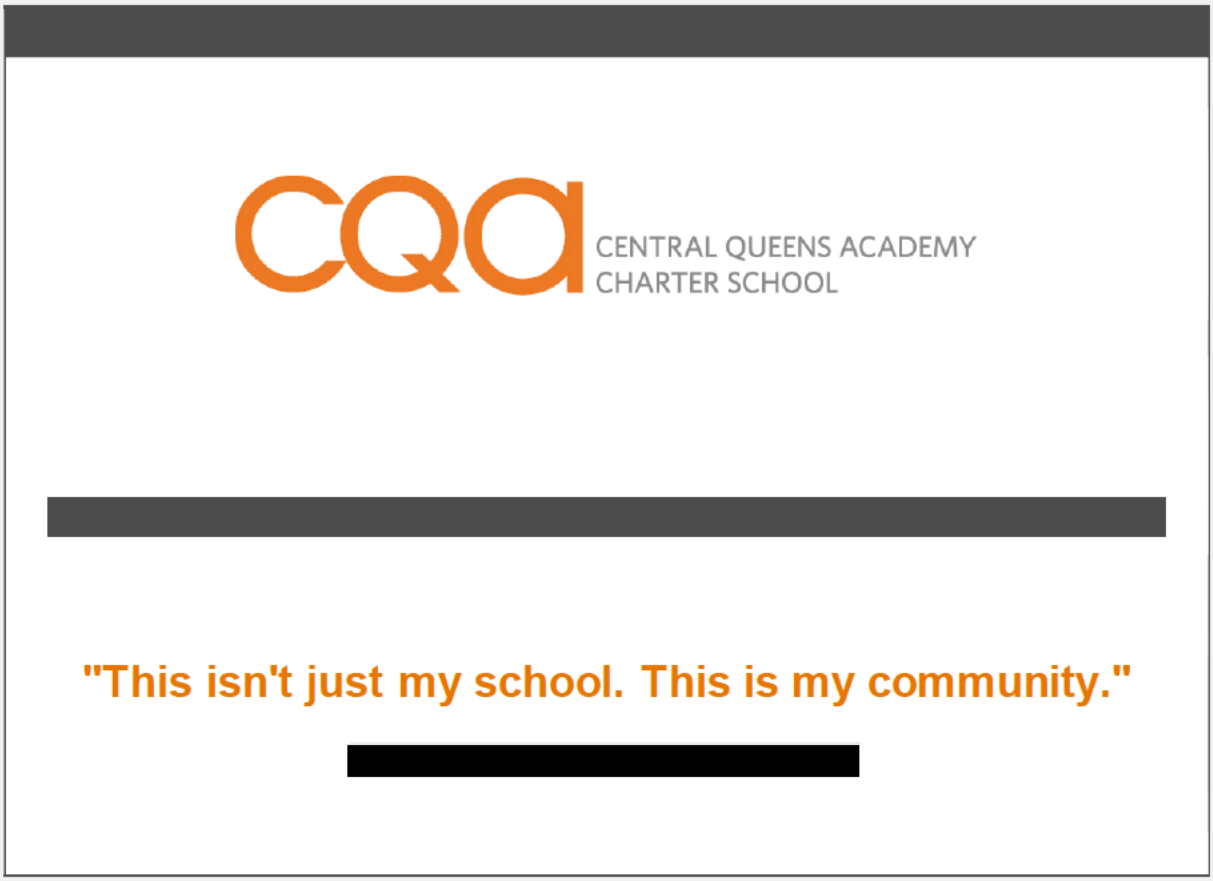
Congratulations to the Class of 2023!

[redacted]

Help celebrate the power of community on #GivingTuesday!

Central Queens Academy Charter School

Tue, Dec 3, 2019,
9:40 AM



It's #GivingTuesday!

Today, the global community celebrates #GivingTuesday, a world-wide day for giving back.

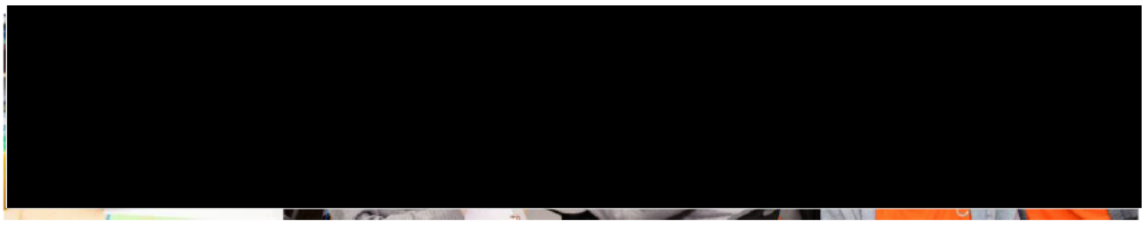
We rely on the power and commitment of our CQA community every day. Our families, teachers, staff, partners, friends, and donors collectively fuel our scholars' success.

If you are considering making a year-end gift, there is no better time to give than today. Be a part of the #GivingTuesday generosity movement and make a donation to CQA. Every dollar you donate helps us build the school and community our scholars need and deserve.

In this season of giving and gratitude, we are so thankful for your support and friendship.

Make a Donation

Thank you for supporting CQA!



Have you seen our latest results? Check them out here!

Like us on Facebook!

Response 4d-13

[redacted]

No sacrifice is too big for your children

Central Queens Academy Charter School

Fri, Dec 20, 2019, 9:25 AM

to me

Response 4d-15

crossed into the United States while she was seven months pregnant. Her husband [redacted] a US citizen, and her two older children met her in New York. They settled in Queens to raise their six children – the oldest now 17, the youngest just five months old.

"There are no good education opportunities for children in Ecuador. I wanted my kids to have the opportunity to become a doctor or lawyer. That is possible in the United States.", says [redacted]

When asked how it was that the family enrolled their children at CQA, [redacted] with one word - "persistence." She heard from neighbors that CQA was a good school with small classes and caring teachers. Her oldest daughter, Eloise was added to CQA's wait list when she applied in 2013. CQA was just in its second year of operation at the time, but [redacted] knew this was the opportunity her children needed. She called the school every day to inquire about an opening. Just before the school year started, a seat opened for Eloise at CQA. Six years later, five of Maria's children have become CQA scholars.

Recently, [redacted] and [redacted] made another difficult decision to move out of Queens in order to find an affordable, less crowded living space for their family. But for [redacted] and [redacted] pulling their children out of CQA and enrolling them in a school closer to their new home was never an option. Their commute to school is much longer now. [redacted] gets up every morning at 4:00 AM to make breakfast for her children and get them ready for school. It is not easy, but [redacted] remains steadfast in her belief that, "no sacrifice is too big for your children."

"I wish there were schools like CQA in every community. Until then we will continue to travel to CQA because it is the best school for my children.", [redacted] says. The progress she sees in their academics, the ambition the teachers foster in them, and the way the entire CQA community embraces and engages her family has made the sacrifices worth it. Eloise, now a junior in high school, wants to be an OBGYN. The dream [redacted] had for her children is coming true.

We are grateful for [redacted] persistence and partnership. We are thankful that we are able to provide the learning environment her children need for success. This would not be possible without your generosity. Please continue to support our families by making a year-end gift to CQA. In doing so, you are making a long-lasting generational impact in the lives of our scholars, their families and community. On behalf of everyone at CQA, thank you.

Make a Donation

Thank you for supporting CQA!

View our results

Like us on Facebook!

Central Queens Academy Charter School | 55-30 Junction Boulevard, Elmhurst, NY 11373

Caring for our CQA Community

Mar 18, 2020,
3:39 PM

[redacted]

to me

[redacted]

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

[redacted]

In these times, how we enact our core values --

Response 4d-18

Care for Community, Quality of Character, and Achievement through Academics -- becomes most urgent and real.

[redacted]

March 18, 2020

Dear Friends,

Thank you to the many of you who've been in touch to ask how to help CQA as we face the impact of COVID-19. We have no confirmed cases but took the precautionary step of closing CQA and will remain closed through April 20, 2020, at the earliest.

In these times, how we enact our core values -- Care for Community, Quality of Character, and Achievement through Academics -- becomes most urgent and real. We've focused first on caring for our young scholars and families, and our beloved staff, by moving to distance learning and working.

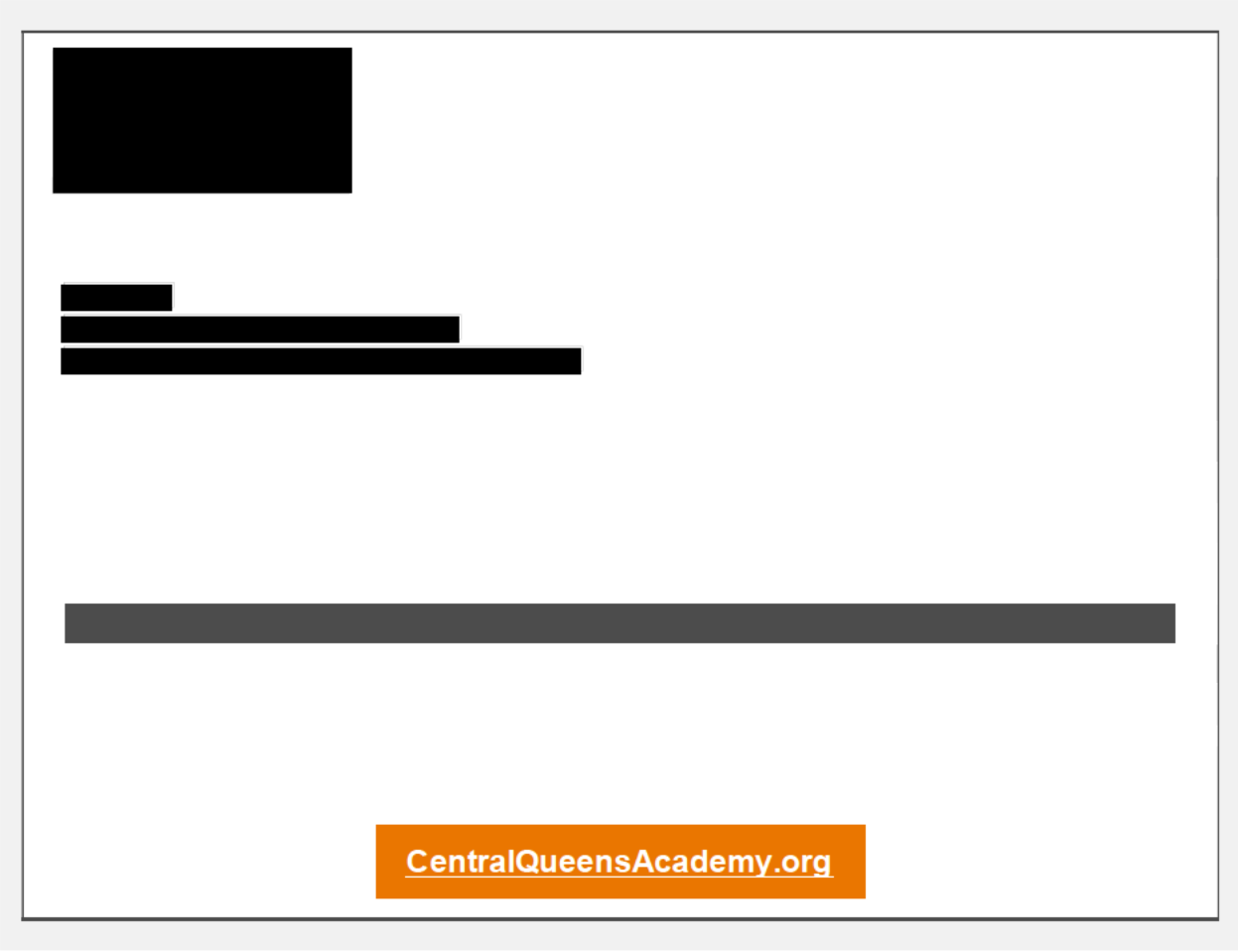
Tomorrow, March 19, CQA's 400+ scholars will move their learning to online, guided by our 50+ teachers, administrators and counselors at each step. Under CQA School Director Glenn Liebeck's extraordinary leadership, our instructional staff will provide all teaching, including small group instruction, and our distinctive services like office hours and homework tutoring, each week. Our counseling and intervention staff will offer counseling and advisory to ensure our scholars have social and emotional support during the challenging days and weeks ahead. Thanks to the City of New York, our children will have access to two school meals each day. We will strive for as much continuity in these fluid circumstances as possible.

Our school stands with the rest of the world in the faith and optimism that normalcy will return soon with minimal harm. Our diversity of experiences in these challenging days ahead will only reveal and bring forth our collective strength as a unified school community.

If and when there is a way for the greater circle of CQA supporters like you to help, we will not hesitate to reach out.

We will stay distant without disconnecting, and I hope you will do the same. Wishing you and your loved ones health and safety.

In partnership,


CentralQueensAcademy.org

Together we are CQA

Wed, May 20, 2020,
9:25 AM

[redacted]

Response 4d-21

[redacted]

Dear Friends,

We have always known that CQA was bigger than our school's four walls. What we knew to be true before COVID-19 has been cemented by our community's response to this unpredicted health emergency. CQA is our resilient scholars, our heroic teachers, our committed families, and you, our dedicated supporters.

Living in the "epicenter of the epicenter", our families have been incredibly hard hit by this health crisis. They are primarily first-generation immigrants living at or below the poverty line with limited access to information in their home language and with few resources or safety nets. This crisis has reinforced our need to remain grounded in our mission to prepare each one of our scholars for college completion so that they may change the trajectory of their lives, and that of their families and community. Now more than ever, we need your support to do this.

While our scholars continue to learn from home, CQA's School Director, [redacted], calls their families weekly to see how they are managing and to offer assistance where we can. Their fears and their needs are overwhelming and so much remains uncertain. Despite the suffering, our school culture is still strong and 94% of our scholars are completing 100% of their work on time each day.

For them, we remain resolute in our goal to grow, beginning with adding elementary grades in 2021 and constructing our brand-new facility in the years following. What we put into our school – the diversity, the respect, the love of learning, the connections, and the unwavering belief in our scholars and families is what makes CQA a beacon of hope for our community.

Please make a donation in support of our school. I look forward to the time when we can gather together in person to support our scholars, their families and one another. While we are separate, let's remember that together we are CQA.

Thank you for your generosity and commitment.

With gratitude,

[redacted]

They have hearts of gold
Going out in this situation requires you to be bold
This disease takes people one by one
But their hearts are precious metals
That are shinier than the sun

We tend to be caught in our own lives
But those who remember others
They are the real champions, they don't complain, they do;
Which is always heartwarming
Because they have hearts of gold

- [redacted]

Congratulations CQA Class of 2024!

Tue, Jun 30, 2020,
4:50 PM

[redacted]

to me

Response 4d-24

Congratulations CQA Class of 2024

Last week, after a challenging and unprecedented school year, CQA's eighth grade class graduated virtually by video conference.

While social distancing may have prevented us from coming together in person, it did not prevent us from celebrating this milestone as a community. The joyous occasion reminded us that we are still very connected and we remain steadfastly focused on the same goal.

We may be in difficult and uncertain times, but we are confident that our scholars have learned the skills and values needed to lead the way.

To the class of 2024*, the change-makers, congratulations. You have made us so proud.

(The year our scholars will graduate from high school, enter college and prepare to change the world.)*

[redacted]

Be purposeful. Be intentional. Put in an effort to make a change. We all have the potential to become leaders so we shouldn't become idle. I'd like to think that in a decade from now, we will be successful people who have tried hard in everything we do, for our families, our communities and our world. If we aren't achieving our goals and our dreams, nothing will be accomplished.

[redacted] *CQA Class of 2024 Valedictorian*

The pandemic showed us just how much we need the support of people in our lives. But the challenges continue as protests fighting for equity demonstrate for us. Communities like the one we forged at CQA are banding together to denounce racial oppression. People are joining together with the will and determination to make changes that can benefit everyone, showing us the true meaning of a little hope going a long way.

As a community, we can achieve greatness. As a team, we can overcome any obstacle. So don't forget the team that stayed with us, all this while.

- [redacted] *CQA Class of 2024 Salutatorian*

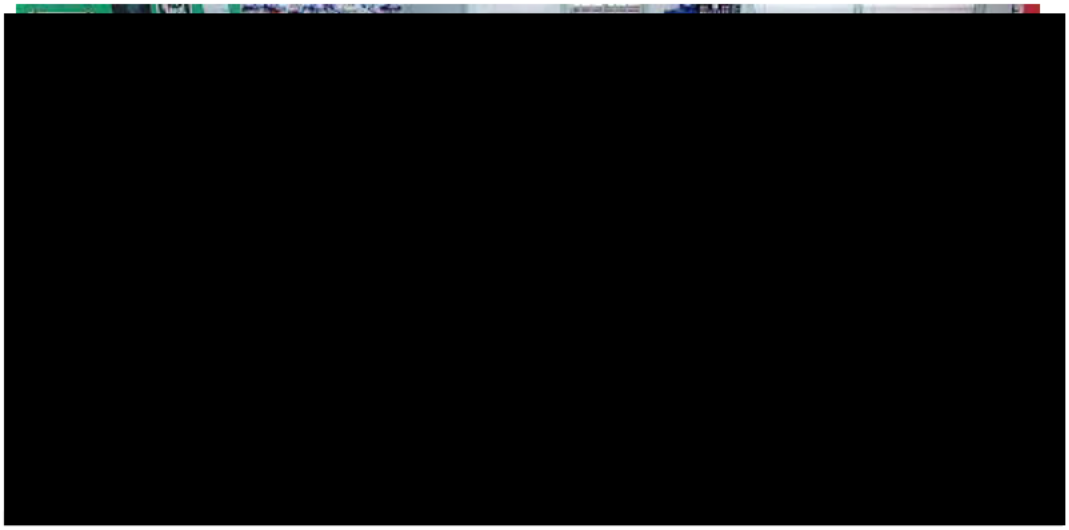
Please make a donation in support of our school.
Thank you for being an important part of our community.

[redacted]

Thank you for your support

Tue, Dec 15, 2020,
12:30 PM

Central Queens Academy



CQA scholars learn while socially distanced in their classrooms at CQA North campus in Elmhurst. CQA provided each scholar with PPE and bags of personal classroom supplies to avoid sharing.

Dear Friends and Supporters,

When we closed our doors to in-person instruction at the start of the pandemic in March, we couldn't have imagined the long and arduous journey we would take with our community.

Living in the neighborhoods of Corona, Woodside and Elmhurst, our families were in the global epicenter of the pandemic in the spring and they continue to live in hot spots. Our families have suffered immensely and continue to experience the impact of COVID-19. We are seeing higher rates of unemployment, economic struggle, food and housing insecurity, and anxiety for the future. Despite these challenges, our scholars, with the support of their families and teachers, are learning. But it hasn't been easy and our school needs support.

When we opened our doors again in the fall, we created a strong reopening plan with 65% of families selecting our hybrid learning program and 35% selecting our fully remote learning program. Regardless of their program of choice, each scholar receives 100% live synchronous instruction on remote learning days. While challenging, live instruction is what they need and deserve. Scholar attendance has exceeded 95% this school year.

In order to continue to provide the type of robust instruction and support our scholars need, we are investing in some critical, immediate needs, including:

- Academic remediation to make up for learning loss.
- Social and emotional learning and culturally competent counseling and social work.
- Technology and internet connectivity, including new Chromebooks and laptops for scholars and teachers, and internet hotspots for when scholars learn at home.
- Extensive sanitization, health and safety measures.
- Mandated COVID-19 testing in order to keep our buildings open whenever safe and possible.

At a time when our school is a stabilizing, hopeful, and academically supportive foundation for current families, we also remain resolutely committed to our expansion. We will open an elementary school and welcome new families in fall 2021. This expansion will put us on the path to our long-term goal to scale from 405 students in grades 5-8 to more than 2,200 in a K-12 system.

While so much of our future is still so unknown, we do know that we cannot slow down. We must continue to push forward for our families. We are grateful for the support of so many who share our vision for the future of our community and our school. I hope you will make a year-end donation to our school in support of our community.

Thank you for your continued support and generosity.

With gratitude,

My experience with remote learning has been a challenge. In this new era we are more dependent on electronics and it is hard not working on projects with friends in person. But I am learning a lot and have sharpened my skills even further than before! Every teacher is amazing and filled with passion and they have helped everyone greatly. My family and I are grateful for everything.

[redacted]

Thank you from Tenzin and all of us at CQA!

Wed, Dec 30, 2020, 10:16 AM

Central Queens Academy

Thank You

In ten years when scholars are learning about the pandemic in history, I think they'll learn that there were a lot of people who wanted to help others.

[redacted]

Eighth grade CQA scholar, Tenzin is learning 100% remotely this year. Through the generosity of donors, we were able to provide him with the technology and support he needs to stay on track for success in high school next year.

You're participating in CQA's fully remote learning program. How is it going?
It's been good for me. The biggest challenge in the beginning was getting online. My internet would stop working suddenly during class. But I got a new Chromebook and a hotspot from CQA and now my connection is really strong and my classes aren't interrupted like they were before. It is so much easier!

How is learning from home impacting your family?
It's been different and harder for us. My sister helps me sometimes. My parents are happy that I am at CQA and I get a lot of help from all of my teachers. My parents are from Tibet and they wanted me to have a better life and education here. As long as I continue to do good in my classes and stay healthy, they are happy.

You will be going to high school next year? Are you excited?
I am excited. I just hope I do well this year so that I can go to a good high school. And I hope that things are back to normal so that I can actually go to school. Remote learning is ok for now, but I don't want to do it forever.

What class are you enjoying the most this year?
I really like history. It's interesting and fun to learn.

You're living through an historic event right now. How do you think the pandemic will be taught to scholars in a decade or so from now?
In ten years when scholars are learning about the pandemic in history, I think they will learn that there were a lot of people who wanted to help others. I think they will learn that a lot of people died and suffered and struggled to make it through. They will learn that it was really hard but some good things happened too.

[redacted]

On behalf of [redacted] and all of us at CQA, thank you for helping us put some good back into our community during a very difficult year.

[redacted]

Announcing CQA's Permanent Home!

Central Queens Academy

Tue, Feb 16, 2021,
2:32 PM

ANNOUNCING

CQA'S PERMANENT HOME

[redacted]

WE'RE MOVING IN, FALL 2022!

Dear Friends,

This year is off to an exciting and hopeful start for our school community.

As you know, we have spent years looking for a new facility to house our growing school. We've reviewed dozens of potential buildings and came close a few times, but never quite found the right fit for our community...until now!

We are proud to announce that we have signed a long-term lease on a permanent facility located in the heart of our community, just blocks from our flagship building in Elmhurst. At full-scale, we will serve 900 elementary and middle school scholars in this building. We will take occupancy by the 2022-2023 school year. We are all thrilled to have finally found CQA's permanent home. It is an incredible building worthy of our scholars and families and we cannot wait to move in!

In the meantime, we continue to provide a high-quality instructional program to scholars in both our fully remote and hybrid learning models. In both formats, our scholars receive at least five and a half hours of live instruction, significantly exceeding what the NYCDOE is providing in middle schools. Recent assessments are encouraging and reveal that our scholars are in large part showing notable growth. We continue to monitor and focus on the social

and emotional wellbeing of our scholars with a personalized, individual approach.

We are incredibly grateful to you - our donors, partners and friends. We could not have arrived at this critical point of growth without you. Thank you.

With sincere gratitude,

[redacted]

[redacted]

CQA's Permanent New Home - [redacted]

Make a Donation

Follow Us!

Response 4d-37

[redacted]

Consistency, Community, Connections: Reflections on an Unprecedented Year

Central Queens Academy

Mon, May 17, 2021, 10:23 AM

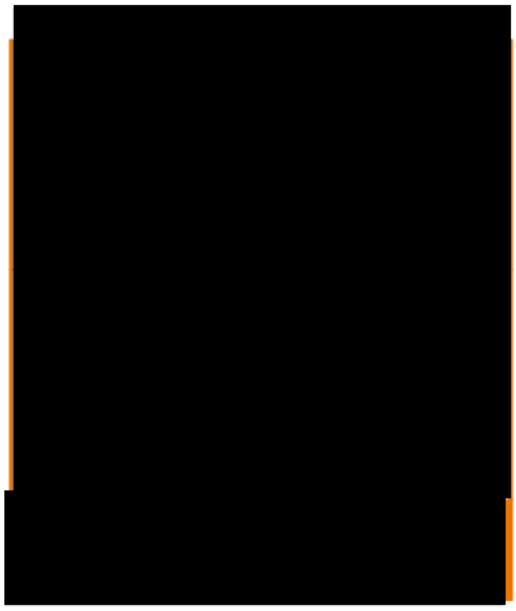
to me

We have a mantra we use to remind scholars why they are special and to remind them to smile. I can't wait until we can remove our masks so I can see scholars smile in the classroom again.

[redacted]

As this school year begins to wind down, CQA's middle school principa[redacted], reflects on an unprecedented year and shares her hopes for the coming year.

[redacted]



How has CQA kept our community connected in a year defined by physical distancing?

Maintaining connection to our community became more important this year. We continued traditions that scholars and teachers look forward to - our multicultural day, family game night, scholar challenges, and awards ceremonies. We had to do a lot of these things virtually, but it was important to our entire school community to maintain that consistency.

How has CQA's small school model and approach to personalized learning helped scholars this year?

We have always invested time and effort into knowing every scholar as an individual. We know their families, their personal and academic struggles, and what helps them excel. That individualized connection has been critical during COVID. Everyone at school engaged personally with every scholar this year - their teachers, deans, counselors, assistant principals, and principals - we all met with scholars regularly. We developed individualized learning plans for each scholar and monitored their academic and social and emotional wellbeing. Personal relationships extend to their family as well. When they need something, they call us because they trust us. We've been able to connect families with resources beyond what we can offer in the classroom.

How have scholars and teachers been managing their mental wellness?

That's been our biggest challenge. Our scholars have additional stress factors they are dealing with as a result of COVID, such as food and housing insecurity. Many of our families are enduring dual pandemics as they deal with the stress and trauma around COVID and racial injustices. The isolation has been hard. But coming back to the buildings was also really scary for everyone. Physically distancing in class is difficult and forces awkward social interactions. So, even when scholars are in school with their friends and teachers, they still feel some disconnect.

Our counselors are meeting with at least twice as many scholars weekly than they were before the pandemic. Social and emotional learning (SEL) has become an important connection point for our community. We integrated SEL into everything we did this year. We created a class devoted to helping scholars understand and manage emotions. Teachers brought live-instruction SEL into their in-person and virtual classrooms, counselors worked it into their sessions, and school leadership used it in group work. It helped scholars understand themselves better as individuals and taught them how to self-advocate.

What accomplishments have scholars had this year that have made you most proud?

Scholars have done really well academically. For example, on average they've already grown by at least one grade level in reading and we still have six weeks left before the end of the school year. In a "normal" year this growth would be great, but this year it's really incredible given all they've been through.

They've also adapted quickly to remote learning and using their Chromebooks, new software, apps and other technology. I've been really impressed at how they've used technology to find new ways of learning and to dive deeper into the things they love. And our teachers have discovered and shared so many new resources with one another.

Mostly, I'm proud of how our community came together to help each other get through a really difficult time.

What are you most looking forward to next school year?

I cannot wait to have our scholars and our teachers in our buildings five days a week. Our schools are not just buildings, they are our second home. When it's safe to do so, I look forward to getting rid of the physical barriers that have created emotional barriers. We have a mantra we use to remind scholars why they are special and to remind them to smile. I can't wait until we can remove our masks so I can see scholars smile in the classroom again.

And I'm looking forward to opening our elementary school and bringing everyone together under one roof in our new building. It will be a fresh start and an opportunity to shelter ***together*** and reflect on what has happened and be united as we heal as a community.

Make a Donation

Follow Us!

[redacted]

Opening August 2021 - CQA Elementary School!

Central Queens Academy

Thu, Jun 10, 2021,
1:42 PM

to me

[redacted]

Response 4d-45

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Make a Donation

"I have friends in our Tibetan community whose kids go to CQA middle school and they love it. I was so excited to see the elementary school open in our neighborhood. I am thankful to be sending my daughter to Kindergarten there next year."

[redacted]

[redacted]

This August, one hundred new scholars will walk through the doors of our new elementary school to begin their journey with CQA.

Experienced educator and school leader, Michelle Feirman joined our team in 2020 as founding elementary school principal. She has been working with CQA's leadership team and community to build the school our families need and deserve.

What impact will opening CQA Elementary School have on our scholars and community?

Each year, the majority of our scholars who come to us in fifth grade are well below grade level, forcing us to do a tremendous amount of remediation. If we get to scholars earlier, in elementary school, we won't have to do that remediation. Instead we can spend that time challenging our middle school scholars with an even more rigorous curriculum. CQA scholars are already outperforming their peers every year. Opening the elementary school will set them up for greater individual success in high school, college, and beyond.

But it's even bigger than that. By opening this new school and the new facility, we are creating something long-lasting that we can all be proud of. When you look at the renderings of the facility and the elementary school space, you understand the long-term and generational change CQA is poised to make on the community.

CQA New K-8 Facility
Elmhurst, Queens
Opening to scholars, 2022

Elementary School Commons

How will the elementary school program complement the middle school program?

We have always incorporated the diversity of our community in our curriculum and school culture. The elementary school will build on that by taking an anti-bias and anti-racist approach to teaching. In a very age-appropriate way, we will focus on identity work, which will help scholars understand what makes them who they are and how that may differ from their classmates. And like our middle school, literacy will be our foundation for everything - it's necessary for our focus population of recently immigrated families and English language learners.

Incoming elementary school scholars have either never attended school or had a difficult first year because of the pandemic. How will CQA support their adjustment?

Many CQA families are experiencing trauma from the weight of the last year – the pandemic compounded by socioeconomic challenges – it's a lot for a small child to process and manage. We hired a full-time social worker to serve the elementary school who will work with teachers to assess where every child is both academically and socially so that we can get them where they need to be. Like the middle school, we are integrating social and emotional learning into our whole curriculum and into staff professional development. Helping our scholars manage their emotional health will be paramount.

"We strive to be more to our families than just a place where their kids go to school – we are a community that cares for each other as family."

[redacted]

You had the opportunity to teach middle school scholars this year. What was that like?

It was an invaluable experience. I got to really know our scholars, families and teachers. I saw what being a small school actually means to our community. It's not just about the numbers, it's about the ability to be flexible and to make necessary adjustments to ensure that every scholar gets what they need to succeed. I saw that every teacher, administrator and staff member would do whatever it took to help our kids. I saw us strive every day to be more to our families than just a place where their kids go to school – we are a community that cares for each other as a family.

[redacted]

Mrs. Feirman (center) with CQA staff at a social and emotional learning professional development session.

What is your greatest hope for the elementary school?

My hope and our goal is to create a school community where everyone feels welcomed, supported, valued, and empowered. I want our scholars, teachers and families to love coming into the building and to feel passionate about our school. I want that passion to equate to both academic success and emotional growth for each and every one of our scholars. I want to build on the incredible success CQA has already achieved and do right by our community. They deserve it.

Please consider making a donation to support CQA at this critical and exciting time of growth. With your generosity, we will positively impact more scholars and families in our community.

Make a Donation

Follow Us!

Response 4d-50

[redacted]

Congratulations, CQA College-Going Class of 2025!

Central Queens Academy

Mon, Jun 28, 2021, 10:01 AM

to me

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Make a Donation

Response 4d-52

Last week we celebrated graduation virtually with our eighth grade scholars and their families. While it was a joyful and fun event for our entire school community, we hope this will be the last time we have to acknowledge these important milestones while apart.

This has been a tough year. There is learning loss and there will be long-term emotional impact that we will need to work through as a community. Yet, after everything they have been through, our scholars succeeded in growing academically and personally this year. **They bonded together and found ways to make and share positive experiences and memories as a community.**

[redacted]

"When the pandemic hit, all of the CQA moments that I was looking forward to suddenly seemed hopeless. I questioned if I would ever get the chance to be in such a comfortable space again.

But I was freed of my doubts when we gradually started to get back on track and start virtual classes. We succeeded in bringing the same warmth of the old times into our online classes. Our persistence, patience, flexibility and positivity throughout the entire process deeply moved me and made me realize that this COVID situation may have brought us closer together than ever."

WATCH [redacted] FULL SALUTATORIAN ADDRESS HERE!

Because of their hard work and the relentless efforts of their teachers, our scholars are well prepared for high school and on the path to enter college in 2025. **More than 70% will begin high school having already earned Regents credit for Algebra I and Earth Science.**

MORE THAN 15% *of this year's class were accepted to specialized and selective high schools, including:*

- Bronx High School of Science
- Brooklyn Technical High School
- Brooklyn Latin School
- High School for Math, Science and Engineering at City College
- Manhattan Hunter College High School
- Bard High School, Early College
- Townsend Harris High School
- The Beacon School

THREE QUARTERS *of this year's class were accepted to one of the top five high schools of their choice!*

We are so proud that even in the most difficult of school years, our scholars adapted, persevered and kept learning. **The vast majority of our scholars gained more than one year's worth of growth in reading and math this year.**

More than One Year's Worth of Growth!

Grade Level Equivalency (GLEq) in READING

	Grade 5	Grade 6	Grade 7	Grade 8
Sept. Avg GLEq	3.8	5.0	5.8	7.6
May. Avg GLEq	4.9	6.6	7.1	8.6

Grade Level Equivalency (GLEq) in MATHEMATICS

	Grade 5	Grade 6	Grade 7	Grade 8
Sept. Avg GLEq	3.7	5.1	5.9	8.3
May. Avg GLEq	5.4	6.3	7.4	9.1

As we say goodbye to the college-going class of 2025, we look forward to welcoming our newest and smallest learners! In just two months we will open our brand new elementary school to 100 Kindergarten and first grade scholars. **And we are on track to move both our elementary and middle schools into our new facility in 2022!**

CQA K-8 FACILITY

88-08 Justice Avenue, Elmhurst, Queens

Classroom

Common Area

We wish you a happy and safe summer!

Thank you for your continued support. With your generosity, we can continue to ensure that our scholars receive the academic and social and emotional support they need for success.

Make a Donation

Follow Us!

Response 4d-57

[redacted]

CQA Scholars are Back!

Wed, Sep 1, 2021,
5:35 PM

Central Queens Academy

to me

Response 4d-59

For the first time since March 2020, all CQA scholars are back together in our buildings, including 100 new kindergarten and first graders! We could not be more excited to start this school year with them.

Our team worked tirelessly to prepare for this moment - the opening of our long-awaited, new elementary school and the safe opening of all three of our school buildings.

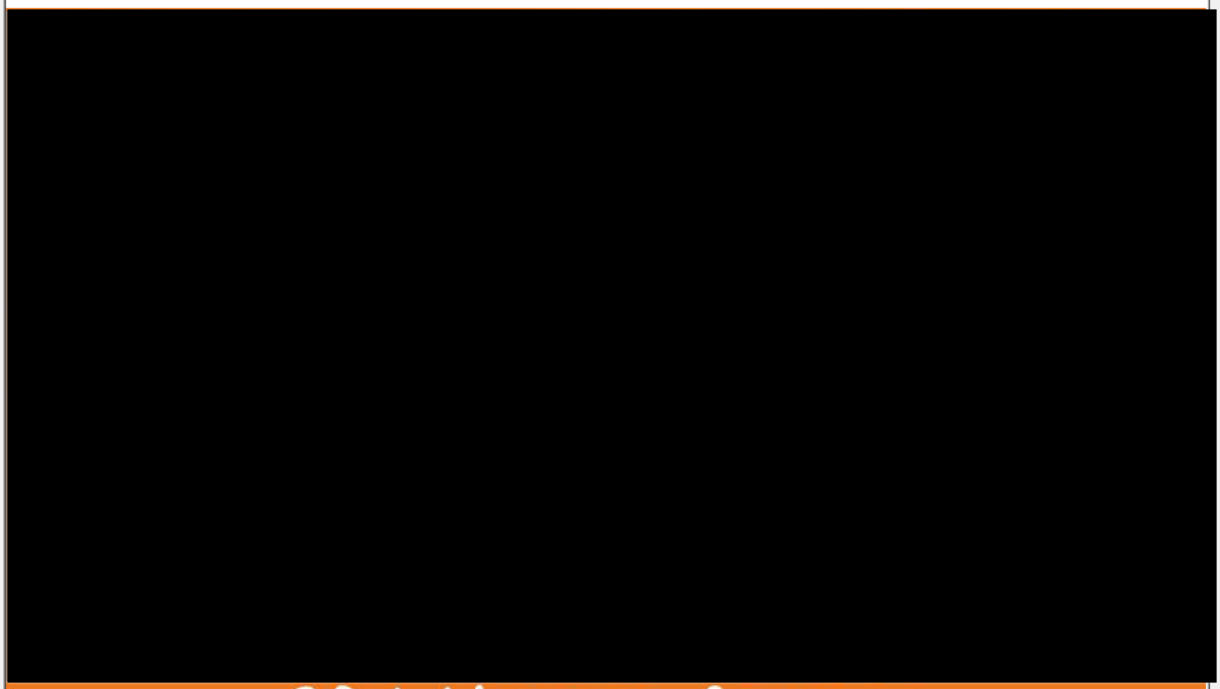
We believe strongly that the greatest child development occurs when children are in school buildings with teachers that care for and support them, and with friends they can socialize and share experiences with.

While we are so pleased to be back to full-time, in-person learning, we know that many of our families are concerned and nervous. We are still in uncertain times. But what we do know for sure is that we will work relentlessly to ensure

our scholars are safe, and that they have the resources and support they need academically, socially and emotionally.

Together, we will make this an amazing school year.

Welcome back, scholars. We've missed you!



CQA Middle School

Kindergarten scholars shake out their wiggles with [redacted]

CQA's enrichment program helps scholars like Joycelyn succeed!

Mon, Nov 22, 2021, 10:28 AM

Central Queens Academy

to me

Response 4d-63

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

YOUR GIFT COUNTS TWICE!

MAKE A DONATION TODAY

your gift will be matched
dollar-for-dollar
up to $100,000

GIVE A GIFT

CQA scholars show off
their art skills!

BIG NEWS!

Thanks to a group of generous and committed CQA donors, any gift you give to CQA through December 31st in support of our enrichment programming will be matched up to $100,000!

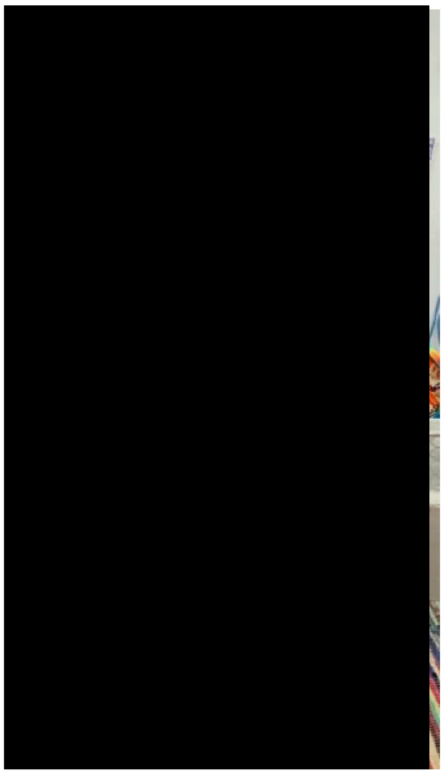
CQA's enrichment programming is only made possible through private donations.

Enrichment classes including art, dance, health and wellness, chess, and others enhance CQA's core curriculum, bolster attendance and support academic gains.

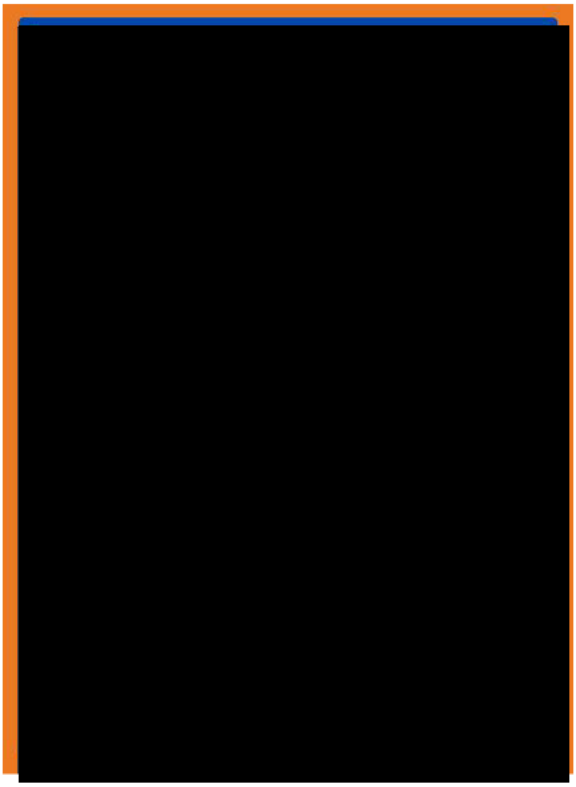
Enrichment builds self-awareness and self-confidence and helps to develop critical thinking and team-building skills.

It supports scholars' growth academically, socially and emotionally, which is even more important this year as we deal with the long-term impact of the pandemic.

No one is more excited for the move to our new school building next year than our scholars and families! Among other things, more space will mean more enrichment programming. Your gift will help make that possible.



THANK YOU FOR YOUR CONTINUED SUPPORT!



GIVE A GIFT

Follow Us!

Response 4d-66

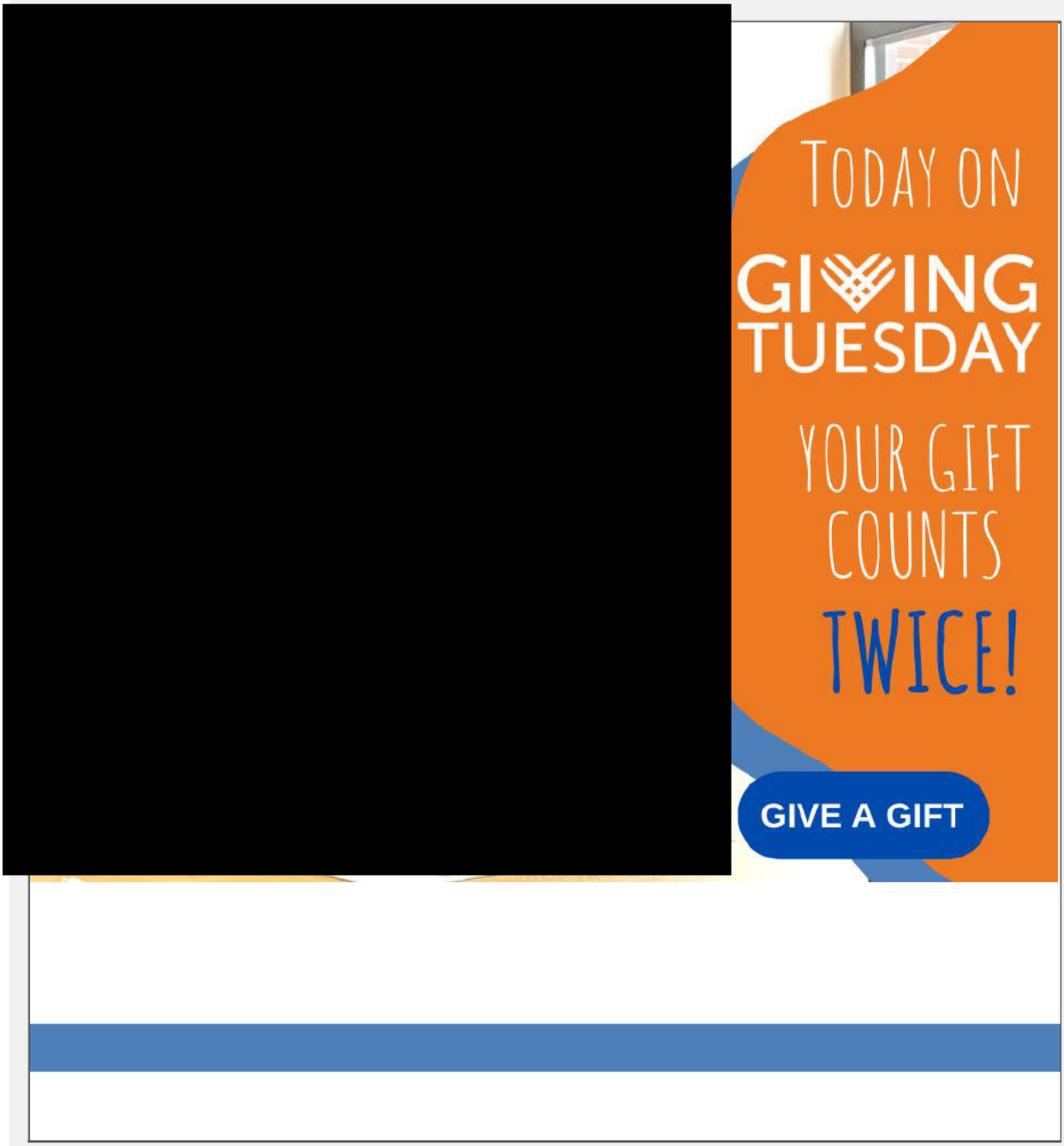
On this Giving Tuesday, your gift will be matched!

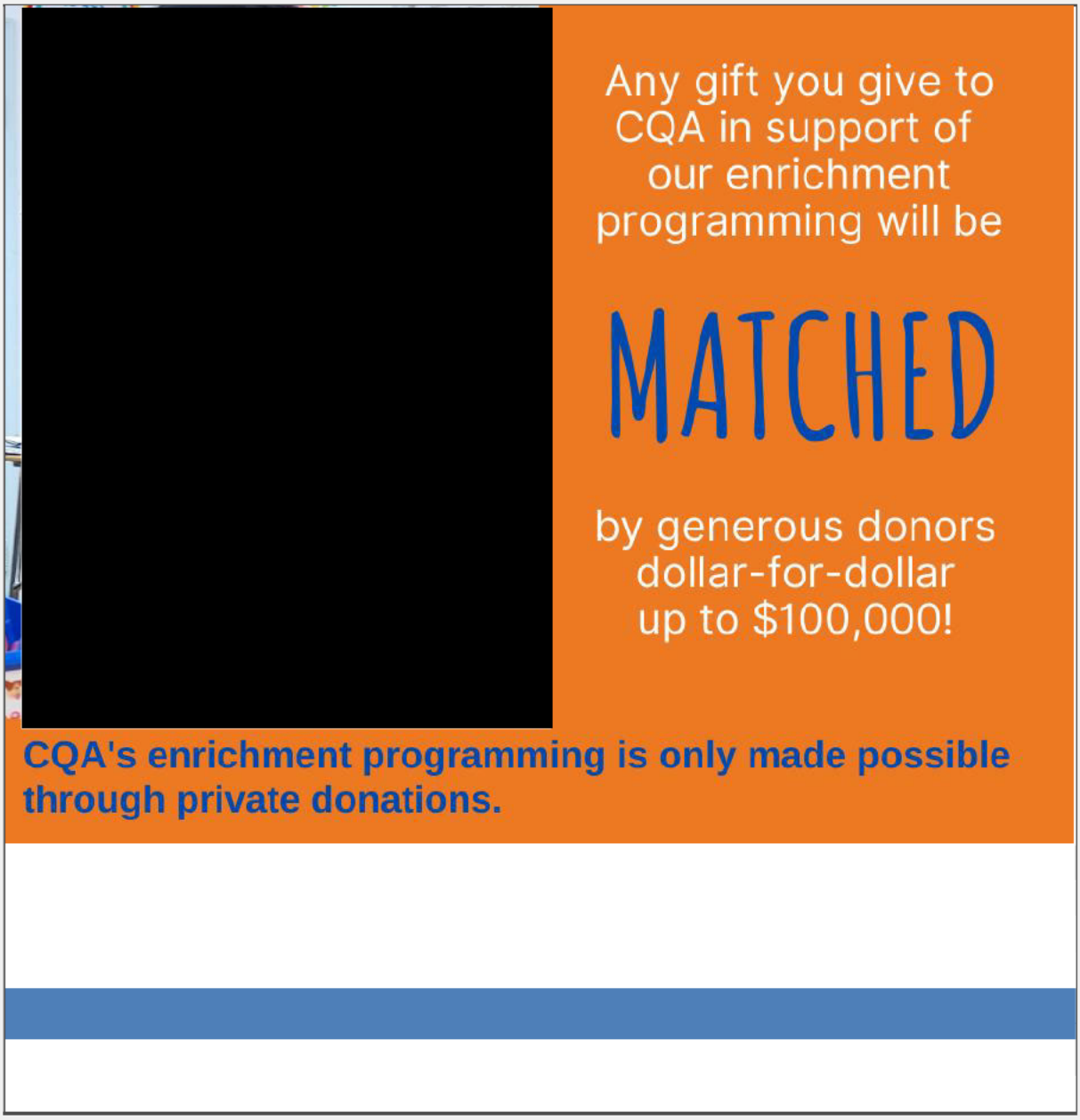
Tue, Nov 30, 2021,
9:38 AM

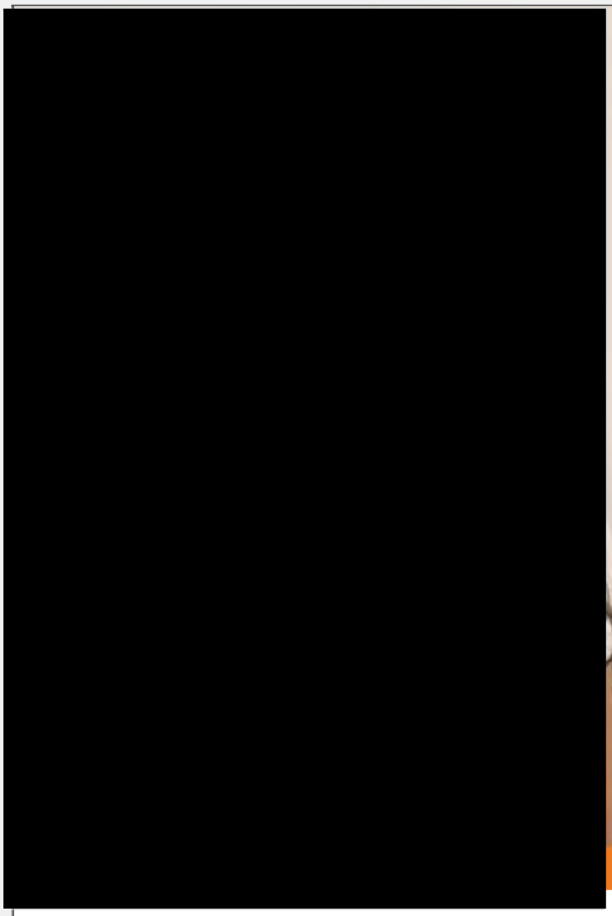
Central Queens Academy

to me

Response 4d-68


TODAY ON
GIVING
TUESDAY
YOUR GIFT
COUNTS
TWICE!
GIVE A GIFT


Any gift you give to CQA in support of our enrichment programming will be
MATCHED
by generous donors dollar-for-dollar up to $100,000!
CQA's enrichment programming is only made possible through private donations.



I'm really happy to be back in school this year. Enrichment lets us have fun while still being careful about social distancing.

Enrichment provides something different for everyone. There are lots of classes to try. My favorite was Movement with [redacted]

Being in Enrichment class makes me excited for the day. It's definitely something I look forward to – it's like the prize at the end of the day!

[redacted]

MAKE A DONATION AND DOUBLE YOUR IMPACT

GIVE A GIFT

GIVE A GIFT

Follow Us!

"We are piecing our life back together. CQA was an important piece of that puzzle."

Central Queens Academy

Thu, Dec 16, 2021, 10:32 AM

to me

Response 4d-73

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

HELP US REACH OUR GOAL

to provide scholars with tuition-free, quality after-school enrichment

We are just

$19,000

away from reaching our $100,000 match gift challenge!

GIVE A GIFT

When we surveyed our new elementary families over the summer, more than 75% said they absolutely needed after-school enrichment for their child. Since more than 80% of our families are economically disadvantaged, we knew our program had to be tuition-free.

Our program offers scholars the outlet they need to express themselves and connect with one another. And it offers their families much-needed support and peace of mind as they work to put their lives back together after more than a year and a half of struggling through the physical and emotional stress and economic impact of the pandemic. This critical resource is funded 100% through private donations.

With the support of many generous donors, we have almost reached our $100,000 match goal! ***We have just $19,000 left to raise before midnight on December 31st. Every donation will be matched!***

Thank you for continuing to care for and support our school community. We are so grateful for you.

"We are piecing our life back together this year. CQA was an important piece of that puzzle. It was a life-saving choice. We are juggling so many things trying to keep our jobs. I don't have to worry now that my daughter is in after school enrichment.

-[redacted]

[redacted]

[redacted]

"It's been a hard adjustment after the last year and a half. But my daughter feels so supported at CQA. The art and dance she does at school with her friends has really helped her adapt.

[redacted]

$100 COULD PROVIDE

After-school enrichment supplies for one scholar

$250 COULD PROVIDE

After-school enrichment music supplies for one class for one month

$500 COULD PROVIDE

After-school enrichment fitness supplies for one class for one month

$1,000 COULD PROVIDE

After-school enrichment art supplies for one class for one month

THANK YOU FOR YOUR CONTINUED SUPPORT!

GIVE A GIFT

Follow Us!

A year of progress and growth

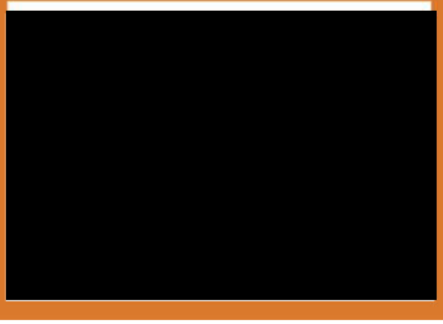
Tue, Dec 28, 2021,
10:22 AM

Central Queens Academy

There is no doubt 2021 has been a challenging year. But for CQA, it has also been a year filled with progress and growth.

We opened our new elementary school and welcomed 100 kindergarten and first grade scholars and new staff and teachers to our CQA family.

We completed the construction on our long-awaited new school building, which will open in 2022.



Scholars made significant gains through academic remediation, interventions, counseling, social and emotional learning, and enrichment programming. The work continues, but many are already back on track.

2022 will mark two major milestones for our school. We will celebrate our tenth anniversary after a decade of service to our community and we will move our entire school community into our new permanent home. We cannot wait to be together under one roof next year!

This progress and growth would not be possible without your support and partnership. Thank you for your continued commitment to our community. We are so grateful.

From our CQA family to yours, we wish you a happy, healthy and prosperous 2022.

THANK YOU FOR YOUR CONTINUED SUPPORT!

There is still time to give a tax-deductible gift to CQA before the end of the year!

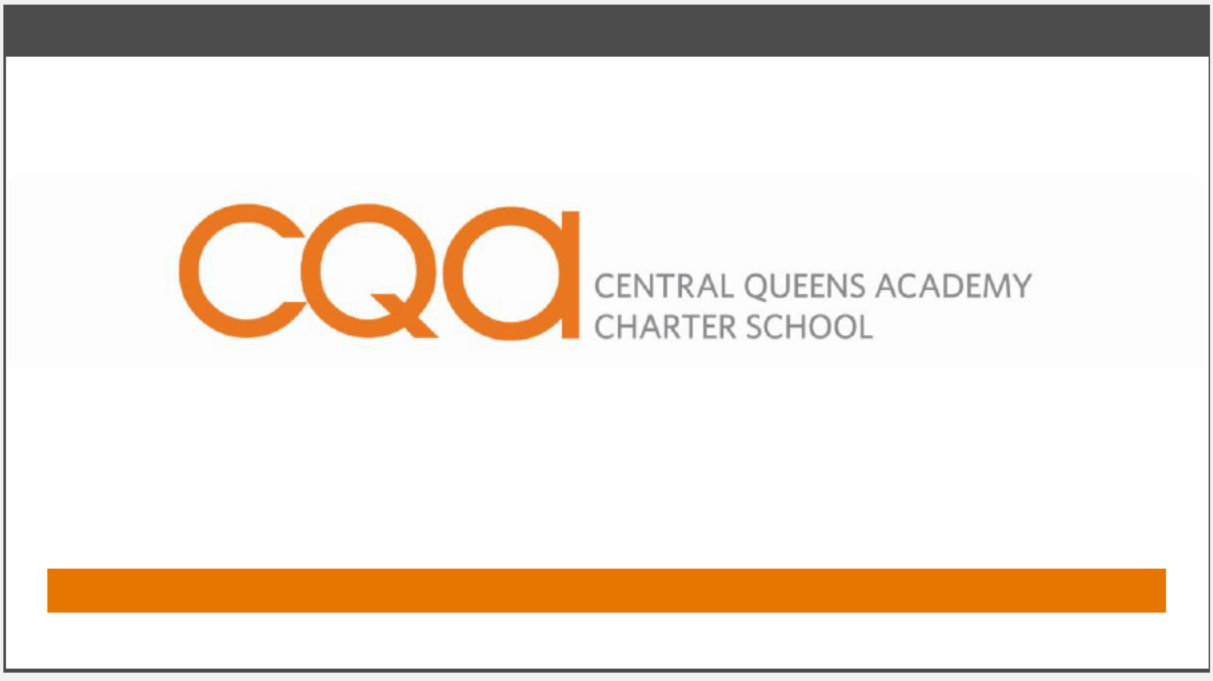
GIVE A GIFT

A Milestone Moment - Our New School Building is Open!

Central Queens Academy

Thu, Mar 3, 2022, 9:38 AM

to me



A Milestone Moment

Our new school building is open!

Our 200 elementary school scholars have moved in and they are loving their new space! We cannot wait to welcome our middle school scholars to their new home in August.

This soft opening of our permanent facility is an incredible milestone for our school and our community, which would not have been possible without your generous support.

We are also pleased to announce that our authorizer, the SUNY Charter Schools Institute, recently renewed CQA's charter for a full five-year term, citing that **our academic performance is higher than over 85% of all middle schools throughout New York State**. This achievement is a testament to the

commitment and hard work of our teachers and staff and the strength of our partnership with families. We could not be more proud of how our entire community has persevered through trying times to meet this moment.

There is still more work to do. We continue to prepare for an official opening of our new facility for next school year. And we continue focus on supporting all of our scholars, particularly those who are struggling academically, socially and emotionally as a result of the impact of the last two years.

We are grateful for your continued support and your commitment to our shared vision for our community.

GIVE A GIFT

Follow Us!

Response 4d-83

Thank you for applying to CQA / Gracias por aplicar a CQA

Mar 29, 2022,
6:45 PM

Central Queens Academy Charter School

THANK YOU

for applying to CQA

We are grateful for your interest in our school and hope to welcome your scholar to CQA next school year.

We will notify you of the lottery results by Wednesday, April 6th.

If you accept an offer from another school before hearing from us, remember that you can always change your mind and accept CQA's offer.

If you have any questions, please email us at admissions@centralqueensacademy.org.

In the meantime, we wanted to remind you of some of the benefits of enrolling your child in 5th grade at CQA.

Response 4d-86

GRACIAS
para aplicar a CQA

Estamos agradecidos por su interés en nuestra escuela y esperamos darle la bienvenida a su estudiante a CQA el próximo año escolar.

Le notificaremos los resultados de la lotería el miércoles 6 de abril.

Si acepta una oferta de otra escuela antes de recibir noticias nuestras, recuerde que siempre puede cambiar de opinión y aceptar la oferta de CQA.

Si tiene alguna pregunta, envíenos un correo electrónico a admissions@centralqueensacademy.org.

Mientras tanto, queremos recordarle algunos de los beneficios de inscribir a su hijo en el grado 5 en CQA.

Thank you for applying!
¡Gracias por aplicar!

Email our admissions team with any questions or for help applying.

Envíe un correo electrónico a nuestro equipo de admisiones con cualquier pregunta o para obtener ayuda con la solicitud.

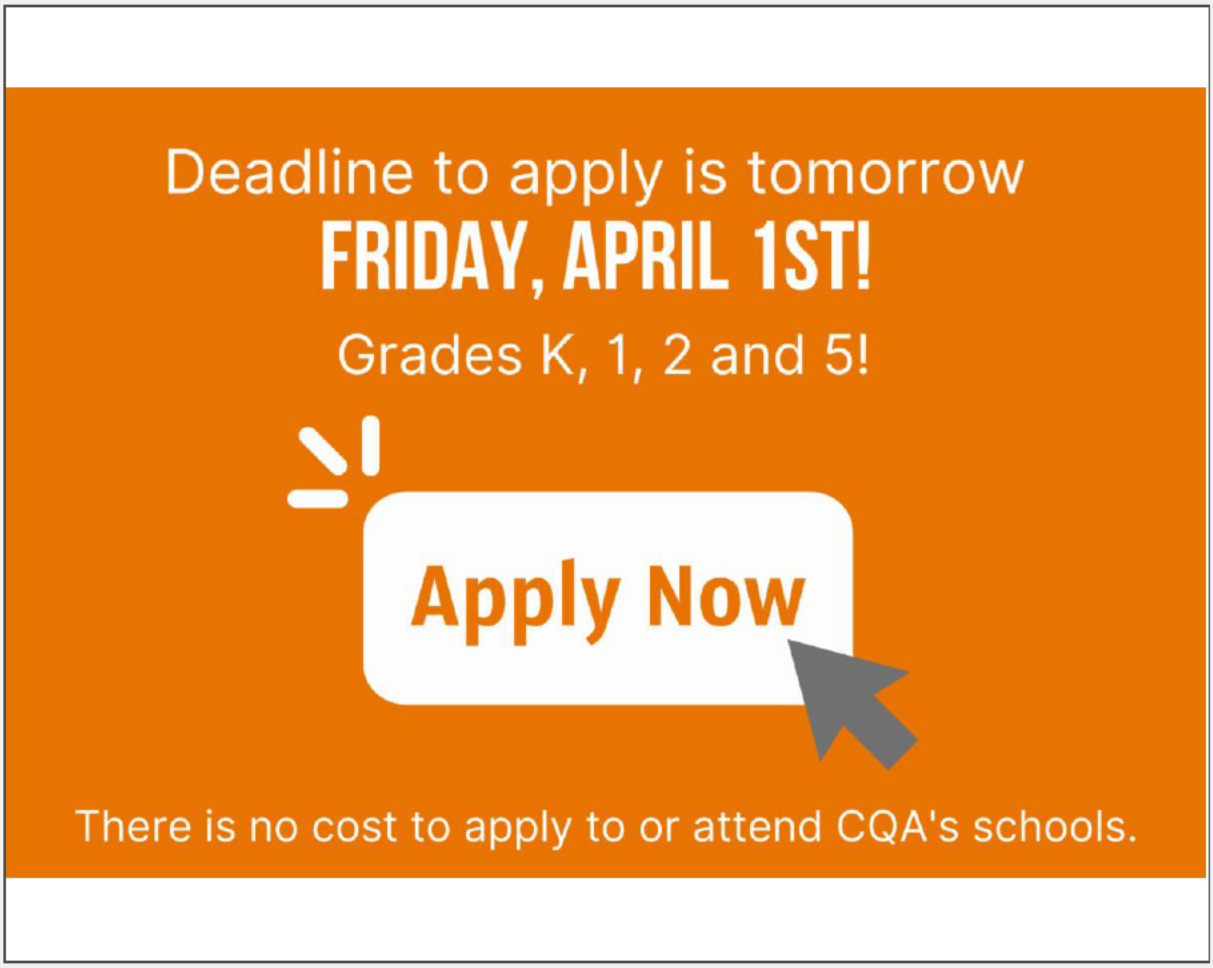
DON'T FORGET TO FOLLOW US!
¡NO OLVIDES SEGUIRNOS!

LAST CHANCE to apply - Deadline Tomorrow, Friday, April 1! / ÚLTIMA OPORTUNIDAD para aplicar - Fecha límite mañana, viernes 1 de abril!

Thu, Mar 31, 2022, 2:55 PM

Central Queens Academy Charter School

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL


Deadline to apply is tomorrow
FRIDAY, APRIL 1ST!
Grades K, 1, 2 and 5!
Apply Now
There is no cost to apply to or attend CQA's schools.

HAVE YOU APPLIED?

Applications for the next school year **must be submitted by midnight on Friday, April 1st** to be included in our lottery.

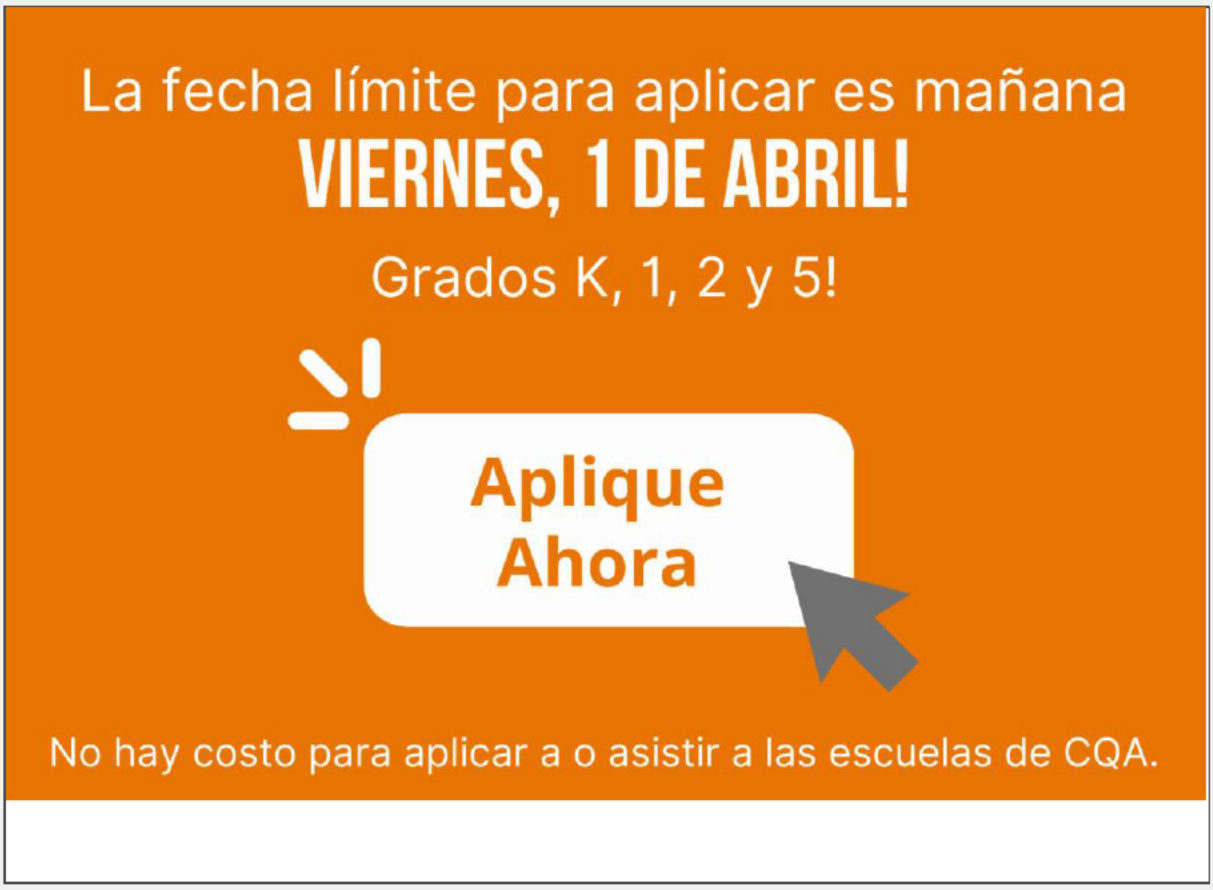
OUR LOTTERY

We will notify families of the lottery results by Wednesday, April 6th.

If you have any questions or need help applying, reply to this message or email admissions@centralqueensacademy.org.

We hope to welcome you and your child to the CQA family next year!

[redacted]


La fecha límite para aplicar es mañana
VIERNES, 1 DE ABRIL!
Grados K, 1, 2 y 5!
Aplique Ahora
No hay costo para aplicar a o asistir a las escuelas de CQA.

¿HAS APLICADO?

Las solicitudes para el próximo año escolar deben enviarse antes de la medianoche del viernes 1 de abril para ser incluidas en nuestra lotería.

NUESTRA LOTERÍA

Notificaremos a las familias de los resultados de la lotería el miércoles 6 de abril.

Si tiene alguna pregunta o necesita ayuda para presentar su solicitud, responda a este mensaje o envíe un correo electrónico a admissions@centralqueensacademy.org.

¡Esperamos darle la bienvenida a usted y a su hijo a la familia CQA el próximo año!

[redacted]

CQA is the highest performing charter school in Queens. Take a look at our results.

CQA es la escuela autónoma de mayor rendimiento en Queens. Echa un vistazo a nuestros resultados.

Results
Resultados

Email our admissions team with any questions or for help applying.

Envíe un correo electrónico a nuestro equipo de admisiones con cualquier pregunta o para obtener ayuda con la solicitud.

DON'T FORGET TO FOLLOW US!
¡NO OLVIDES SEGUIRNOS!

CQA Welcomes 300 New Families!

Wed, Apr 13, 2022, 1:25 PM

Central Queens Academy

to me

welcoming new families from our Queens communities to our school community.

We received 1,625 applications for 300 open seats in our growing elementary school and middle school. After running our lottery last week, we are excited to begin enrolling students for the upcoming school year.

> “After visiting the new school and talking to the principal about the program, I am really happy that my daughter will be attending CQA.”
>
> *- Alan, parent of 2022-2023 incoming scholar*

Our elementary school scholars are settled into the new building and teachers are taking full advantage of what it has to offer, including space for small group instruction, counseling, and enrichment programming. We can't wait to show you what we have planned for next school year!

This month, middle school scholars take the New York State ELA and math exams. Teachers and instructional leaders have worked hard to ensure they are well prepared, while also making sure all scholars are having fun and feeling supported socially and emotionally.

Watch elementary school scholars perform a special dance for career day.

WATCH!

Watch middle school scholars celebrate Pi Day on 3.14.

WATCH!

We are grateful for your continued support as we enter into this new and exciting time! Thank you for helping us make this possible for our scholars and families.

GIVE A GIFT

Follow Us!

Jazz is coming to CQA!

Tue, Jun 14, 2022,
4:08 PM

Central Queens Academy

to me

is coming to CQA!

CQA scholars collectively speak dozens of different home languages, including Bengali, Mandarin, Spanish,Tibetan, Hindi, and Arabic.

Help us make *MUSIC* their common language.

MAKE A DONATION

As we near the end of this school year, we eagerly await the start of the new school year when all of our scholars finally move into our brand new school facility. Our new space offers the capacity to enhance our program to further benefit scholars. This includes space to grow our arts programming, **starting with the launch of a Jazz Band for middle school scholars!**

Two acoustically outfitted music rooms were built into CQA's new facility with the intention of giving scholars the quality music program they deserve. These rooms will not sit empty for too long! CQA's Jazz Band will launch in the fall.

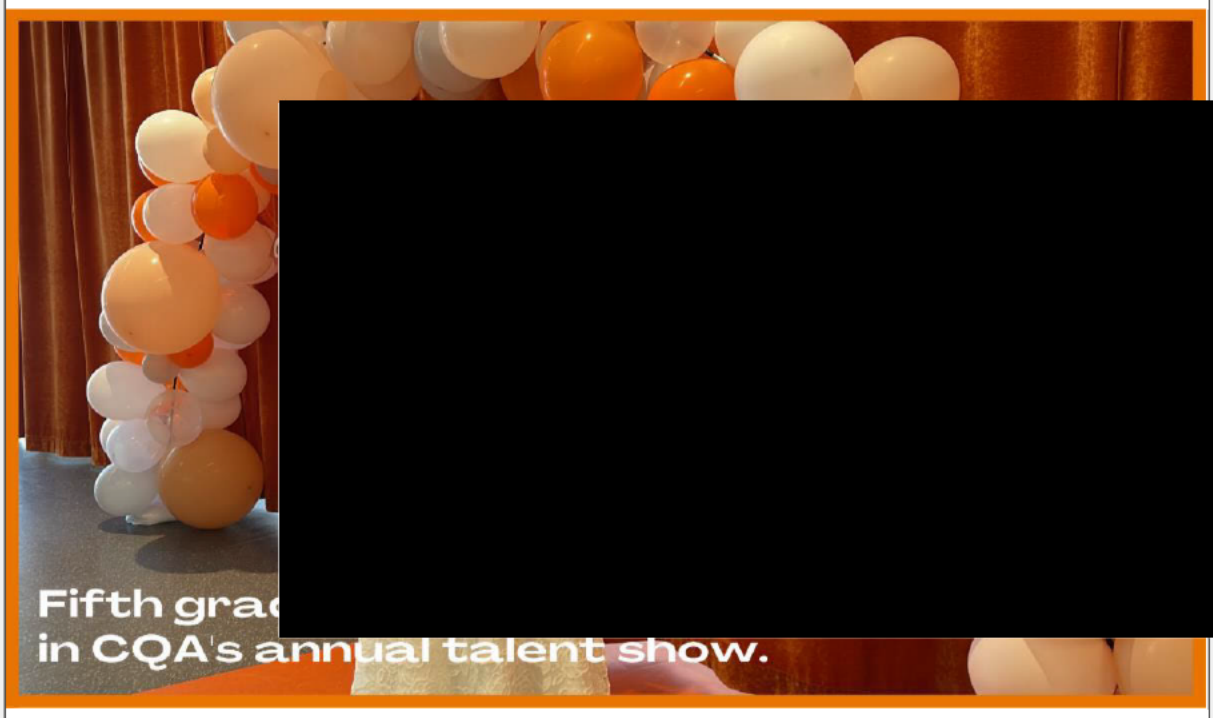
Scholars will learn how to play trombone, trumpet, saxophone, piano, guitar, bass, and drums. They will earn the opportunity to perform together for their peers and their community.

One of two music rooms in CQA's new school building.

"Music is a big part of my culture. I sing and play instruments with my family on the weekends. It would be really awesome to learn a new instrument at school."

[redacted]

Last week, our scholars showcased their myriad talents at our annual talent show. It is always a much-anticipated event. This year, it was even more meaningful as we held the event in our new facility. With pride and excitement, our scholars sang, played music, read poetry, and shared special pieces of their cultural heritage and identity with their community. Expanding our arts and music program will help scholars build confidence and strengthen their academic and social and emotional skills.



Public funding for music programs is scarce for charter schools - only 39% of all middle and high school charter schools in the US have a music program. Low-income scholars like ours simply do not have the same access to a quality music education as their more economically advantaged peers. The only way to help close that equity gap is through private donations.

Please support the launch of our new music program and our inaugural Jazz Band by making a donation.

Become a Founding Music Program Sponsor

With your support, we can provide scholars with a Jazz Band program that can transform their lives academically, socially and emotionally.

$1,500 Provides one scholar with an entire school year of music programming

$750 Provides one scholar with a half school year of music programming

$250 Provides one scholar with one month of music programming

Donors who contribute $5,000 or more will be included on the donor wall at CQA's new facility.

We've learned a little music in enrichment classes, but I would be so excited to be in a Jazz Band and be able to perform. I want to play the saxophone!

[redacted]

Thank you for your continued generosity and support.

[redacted]

MAKE A DONATION

Follow Us!

CQA's Kindergarten and Eighth Grade Scholars Celebrate Graduation!

Central Queens Academy

Tue, Jun 28, 2022,
9:25 AM

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

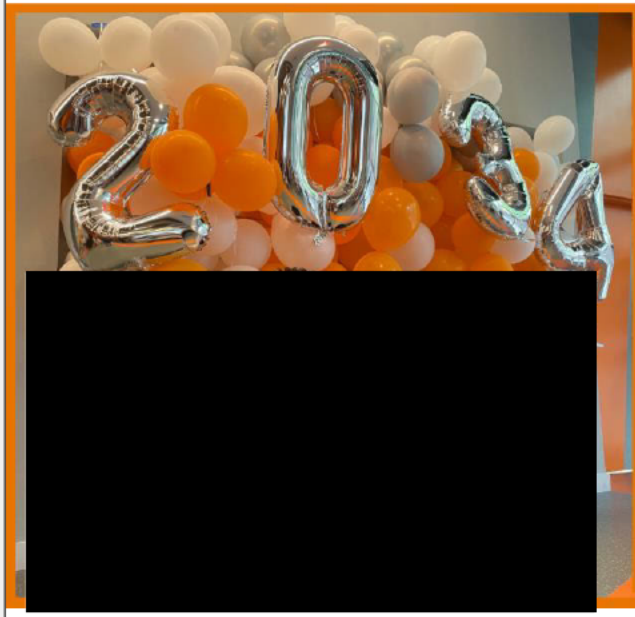
A YEAR TO CELEBRATE!

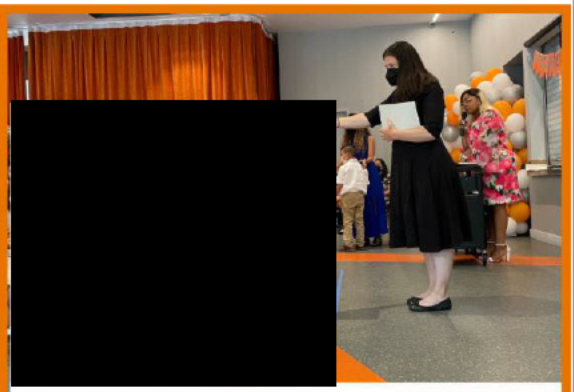
CQA scholars move up and move forward.

CQA's very first class of Kindergarten scholars, their families and teachers celebrated a moving up ceremony last week at our new facility in Elmhurst.

The pandemic had a negative impact on our youngest scholars. At the start of the school year only 12% of Kindergarten and first graders were reading on

grade level. With intensive remediation and individualized support, they gained an average of one year of growth this school year. There is more work to do, but we are incredibly proud of the work our educators did to help them get on track this year.



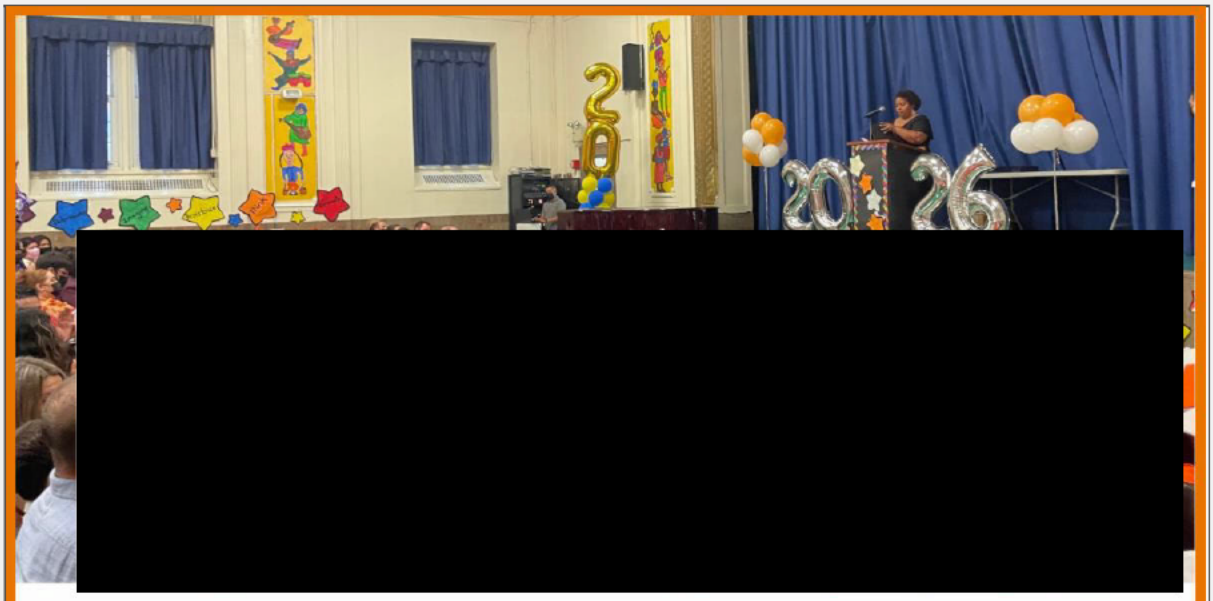


Families celebrated during the graduation ceremony for CQA's very first Kindergarten class.

These scholars will graduate high school and begin college in 2034.

On the same day, we celebrated our 8th grade scholars' achievements at our first in-person graduation ceremony since the start of the pandemic. Over 80% of them passed the Earth Science Regents exam and over 90% passed the Algebra I Regents exam. An impressive 21% were accepted to specialized, selective, or elite private high schools including Stuyvesant, Bronx Science, Townsend Harris, Bard Early College, Manhattan/Hunter Science, Avenues the World, and Nightingale-Bamford High Schools. Seventy-five percent were accepted to one of their top five high schools of choice.

Overall, all of our middle school scholars saw notable growth this year. They gained an average of 1.3 years of growth in reading and an average growth of over 1.25 years in math.



CQA Middle School Principal, Dee-Ann Martell, addresses scholars and families at the 2022 graduation for the eighth grade college-going class of 2026.

As we say goodbye to this school year, we look forward to next year when our entire school community will finally unite under one roof in our new building.

We are excited to kick-start our new art, music, and dance programs in September, including the launch of our inaugural jazz band. You can help us expand our arts and music program, which will help further bolster scholars' academic and social and emotional skills, by becoming a founding music program sponsor.

Thank you for your continued support of our school and community. We can't wait until the fall when we can show you all our new building has to offer all of our deserving scholars.

Become a Founding Music Program Sponsor

With your support, we can provide scholars with a Jazz Band program that can transform their lives academically, socially and emotionally.

$1,500	Provides one scholar with an entire school year of music programming
$750	Provides one scholar with a half school year of music programming
$250	Provides one scholar with one month of music programming

Donors who contribute $5,000 or more will be included on the donor wall at CQA's new facility.

Thank you for your continued generosity and support.

MAKE A DONATION

Response 4d-110

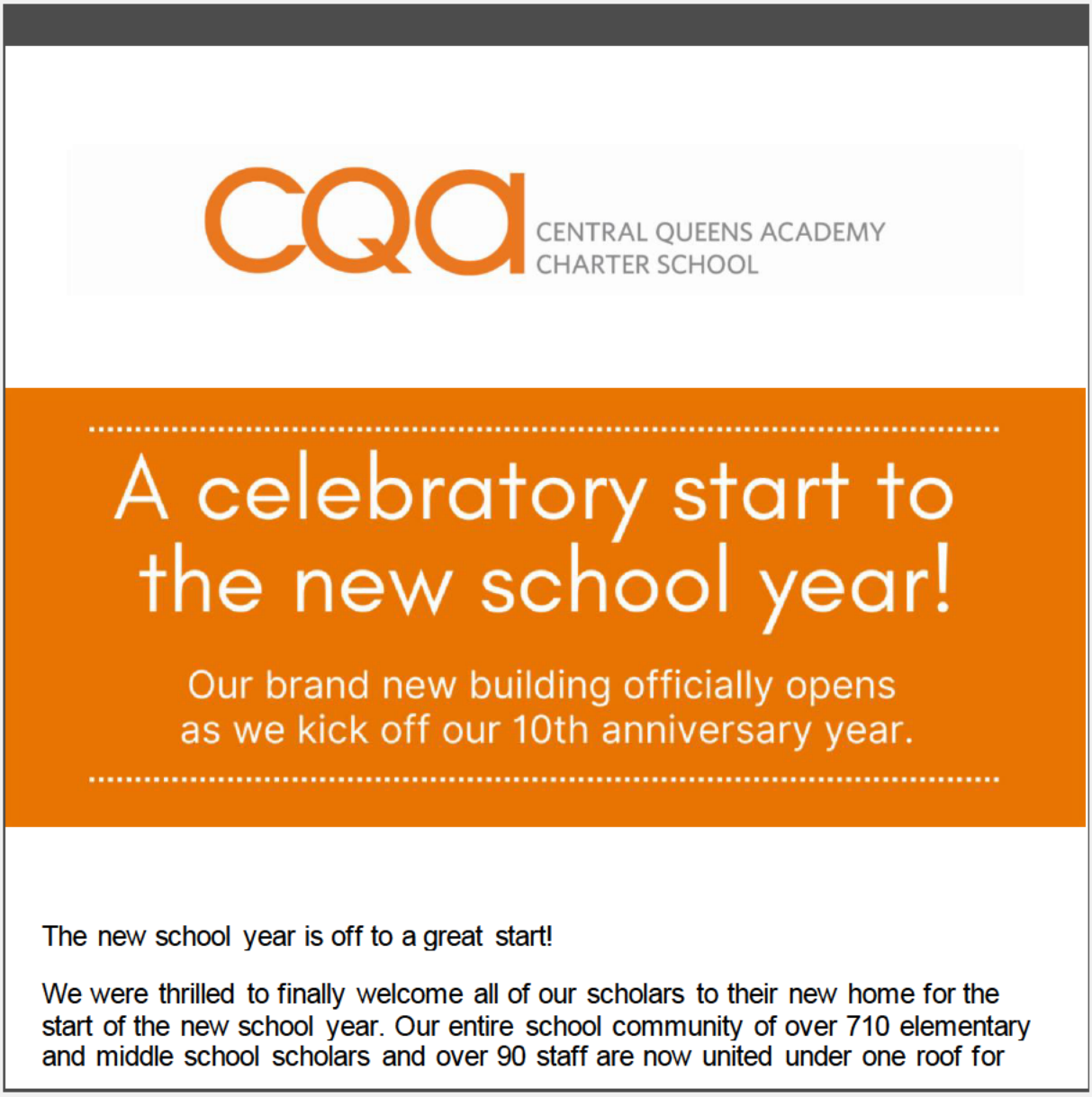
Follow Us!

A celebratory start to the new school year

Wed, Sep 14, 2022, 4:07 PM

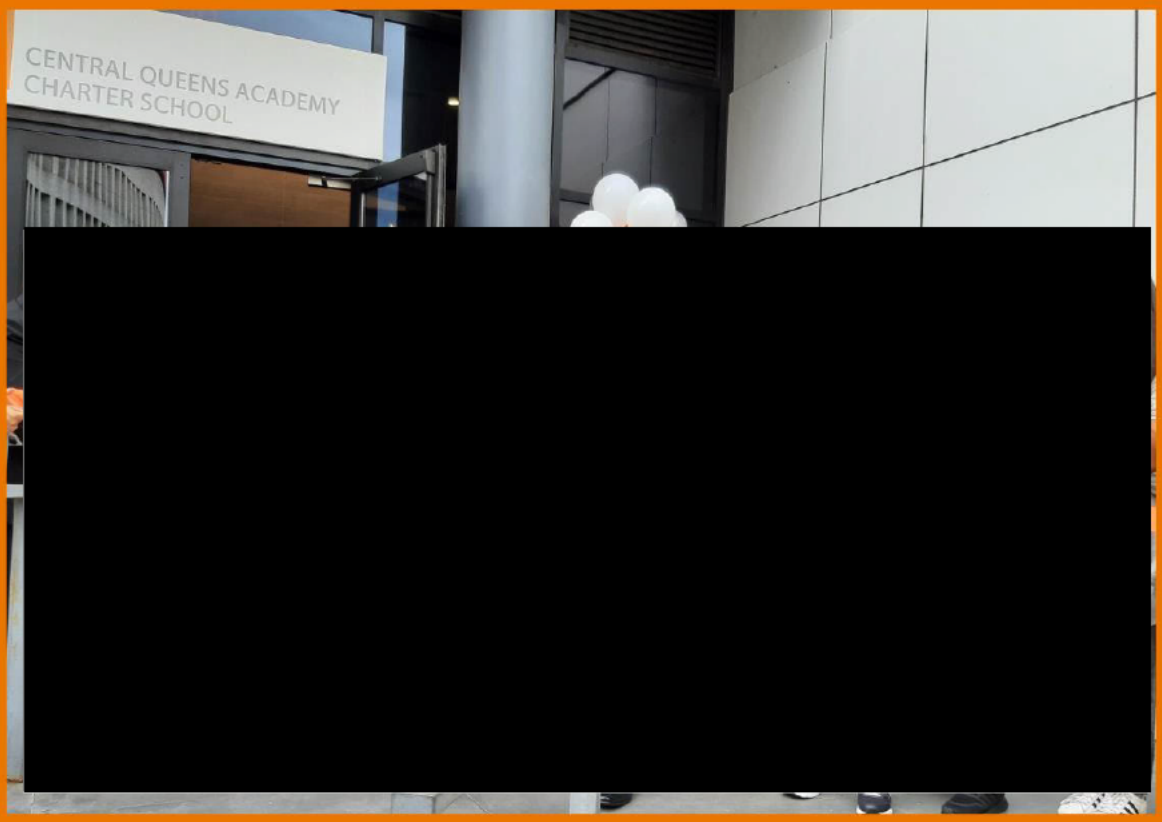
Central Queens Academy

to me



the first time in our school's decade-long history. It was a wonderful way to start the school year and to kick off our 10th anniversary year.

Our school community came together to mark the occasion at a ribbon cutting ceremony. Queens Borough President Donovan Richards, New York State Assemblywoman Jenifer Rajkumar, and Kathryn Connell-Espinosa, Interim Executive Director of SUNY Charter Schools Institute, CQA's charter authorizer, joined us in celebration.



Surrounded by CQA scholars and families, Queens Borough President [redacted] helps to cut the ribbon to open CQA's new facility in Elmhurst.

Our teachers and staff worked incredibly hard over the summer to create a warm and welcoming learning environment for our scholars. It was heartening for us all to watch them as they saw and explored their new space for the first time.

As Queens Borough President Richards said in his remarks at the ribbon cutting ceremony, “All of you deserve to learn in a state-of-the-art facility such as this. What they delivered here - 900 seats by 2024, with fully outfitted science labs, music and art rooms, a dance studio and more, is something we want to see for the entire Borough. I’m proud to see that this school is leading the way.”

United under one roof for the first time since our founding, CQA scholars and teachers settle into their new space.

But the work is not done. We must continue to fill these rooms with the quality academic and enrichment programming our scholars need and deserve. This fall

we will launch our middle school jazz music program. You can help ensure scholars receive the critical academic, social and emotional benefits of a formal music program by becoming a founding music program sponsor.

We are grateful for the support and partnership of so many friends who share our vision for our community. We can't wait to see what we can accomplish together this year and over the next decade. Thank you!

Become a Founding Music Program Sponsor

With your support, we can provide scholars with a Jazz Band program that can transform their lives academically, socially and emotionally.

$1,500	Provides one scholar with an entire school year of music programming
$750	Provides one scholar with a half school year of music programming
$250	Provides one scholar with one month of music programming

Donors who contribute $5,000 or more will be included on the donor wall at CQA's new facility.

MAKE A DONATION

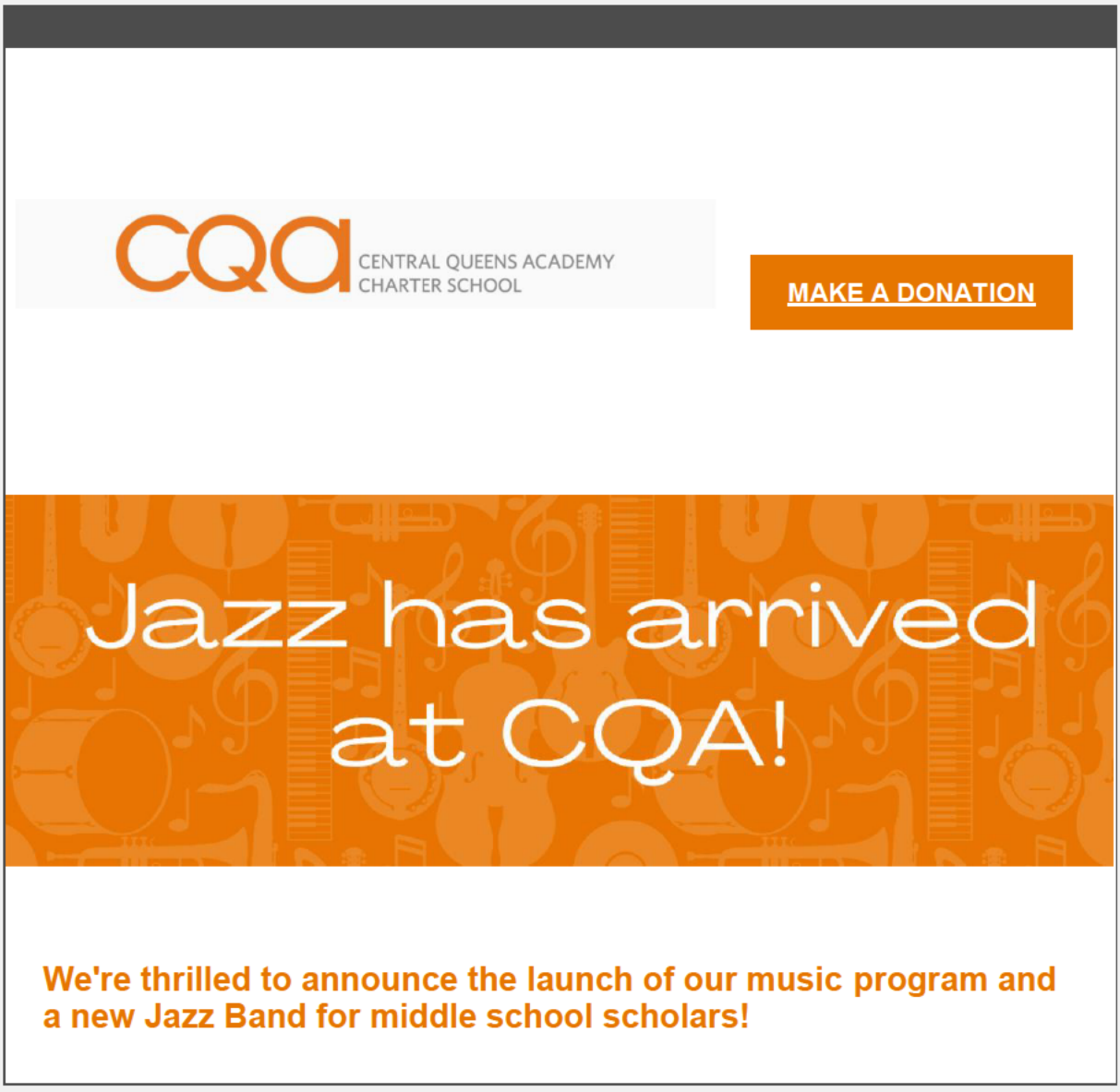
Follow Us!

Jazz has arrived at CQA!

Central Queens Academy

Thu, Nov 3, 2022,
11:02 AM

to me



Response 4d-117

Jazz at CQA began a few weeks ago with scholars choosing and familiarizing themselves with their new instruments. Scholars are learning in our state-of-the-art, acoustically outfitted music rooms. Our new facility provides the capacity to expand on our arts programming and Jazz Band is the first of a few new programs we will offer this school year.

Scholars were so excited to get started! Many of them say that music is a big part of their culture and their home life, but few have had the opportunity to learn how to play an instrument.

As we continue combat the long-term impacts the pandemic has had on our scholars, there is no more critical time for them to experience the academic and social and emotional benefits a music education provides.

Please consider becoming a founding music program **sponsor** by making a donation today. With your support, music will open doors for these scholars which they never knew existed.

The wonder, curiosity and determination we're already seeing in our scholars is inspiring. We can't wait to share their progress with you as they grow into young musicians.

Become a **Founding Music Program** Sponsor

With your support, we can provide scholars with a Jazz Band program that can help close the equity gap and transform their lives academically, socially and emotionally.

$1,500	Provides one scholar with an entire school year of music programming
$750	Provides one scholar with a half school year of music programming
$250	Provides one scholar with one month of music programming

Donors who contribute $5,000 or more will be included on the donor wall at CQA's new facility.

BECOME A MUSIC PROGRAM SPONSOR

Follow Us!

Response 4d-120

Jazz Band donations MATCHED today!

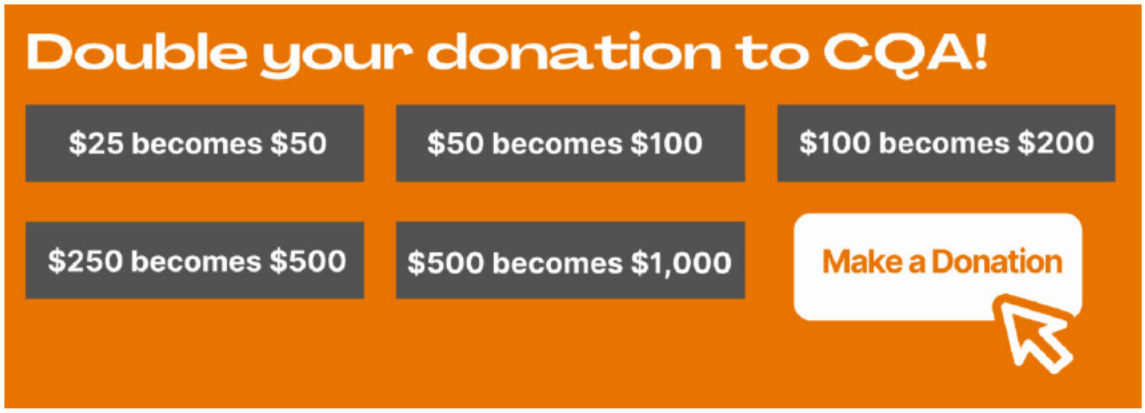
Central Queens Academy

Tue, Nov 29, 2022,
10:37 AM

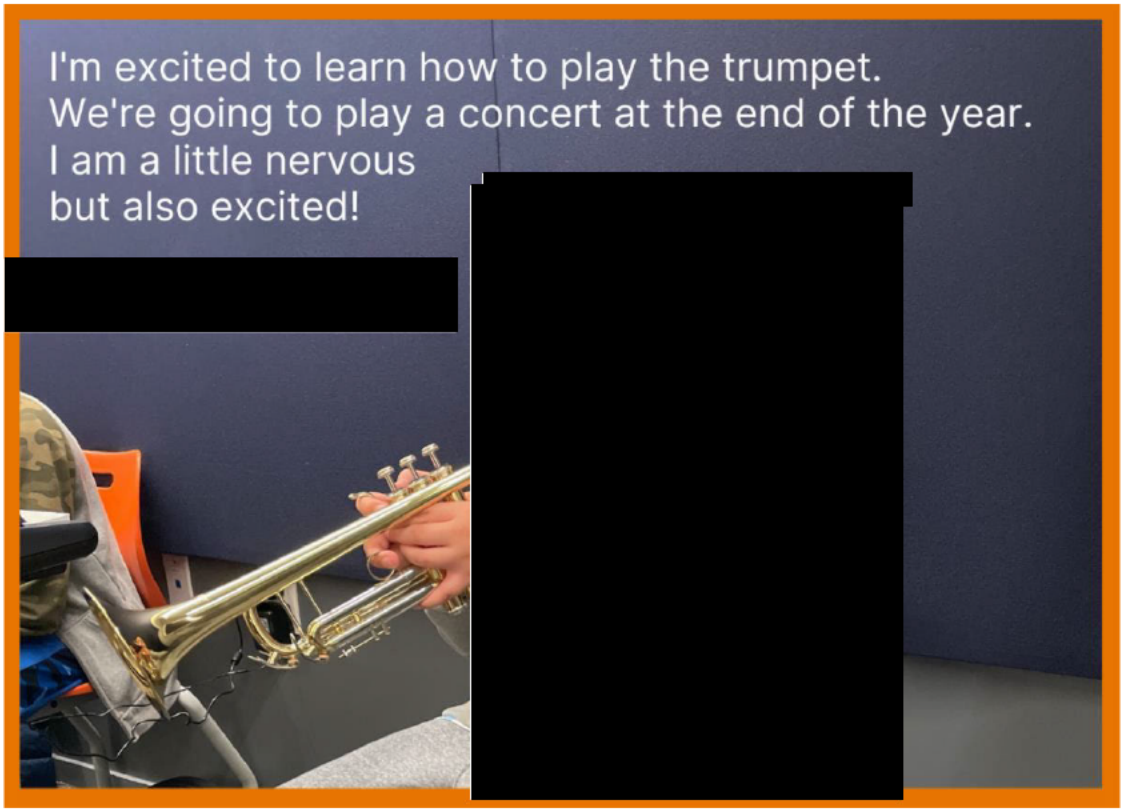
to me

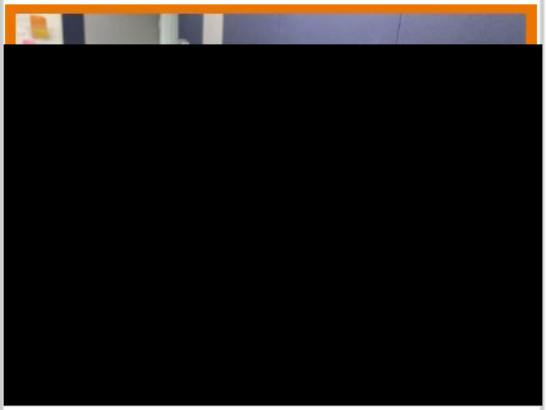
Response 4d-122

In recognition of Giving Tuesday today, a generous donor will match up to $5,000 total contributed to our Jazz Band program!



Our Jazz Band program gives middle school scholars the opportunity to learn music, play an instrument and perform for an audience. This program is funded solely by private donations from friends like you!





WATCH scholars get acquainted with their instruments in our acoustically outfitted music rooms in our new school building!

MUSIC TRANSFORMS young people's lives academically socially and emotionally.

Follow Us!

APPLY NOW for next school year / APLIQUE AHORA para el próximo año escolar

Thu, Dec 15, 2022, 9:14 AM

Central Queens Academy Charter School

CQA
CENTRAL QUEENS ACADEMY
CHARTER SCHOOL
A TOP PERFORMING SCHOOL IN NEW YORK STATE
UNA DE LAS MEJORES ESCUELAS EN EL ESTADO DE NUEVA YORK
APPLY NOW!
IQUE AHORA!
现在申请!
अब आवेदन दिनुहोस्!
สมัครตอนนี้!
قدم الآن!
اب لگائیں!
भी अप्लाई करें!
지금 신청하세요!
এখন আবেদন কর
FOR THE 2023-2024 SCHOOL YEAR
PARA EL AÑO ESCOLAR 2023-2024
GRADES K & 5 / GRADOS K & 5
CentralQueensAcademy.org/apply
OPEN HOUSE
CASA ABIERTA
JANUARY 21 / 21 DE ENERO
9:00–10:30AM
FEBRUARY 28 / 28 DE FEBRERO
6:00–7:00PM
MARCH 18 / 18 DE MARZO
9:00–10:30AM
88–14 JUSTICE AVENUE, ELM

Application deadline – April 1st
Fecha límite de solicitud – 1 de abril

FOLLOW US / SÍGANOS

Central Queens Academy Charter School | 88-14 Justice Avenue, Elmhurst, NY 11373

Response 4d-128

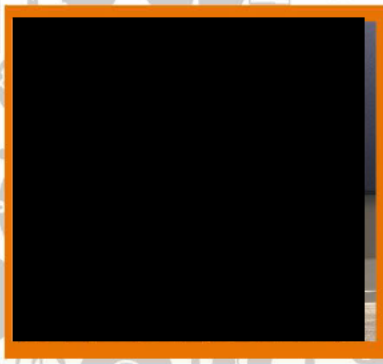
CQA scholars share their connections to music

Tue, Dec 27, 2022,
10:17 AM

[redacted]

[redacted]

Our Jazz Band program has been a much-anticipated addition to CQA's enrichment programming, which offers scholars opportunities to continue to learn and grow academically, socially and emotionally. CQA scholars shared their cultural and personal connections to music and why CQA's Jazz Band program is important to them and their peers.



My dad plays guitar. Music is a part of my culture and has been a part of my family for a long time.

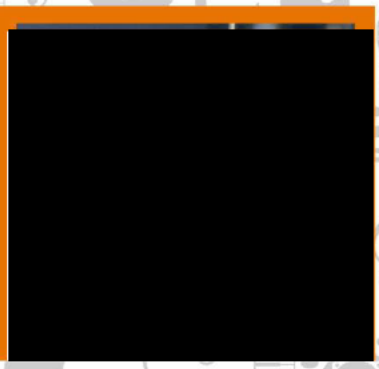
It's important to experience playing music because we may find a future in it. We have a lot of fun playing music together in class. But we're also really serious about learning.

- Brianna, 8th grade scholar

I really wanted to be in the jazz program and I was so excited there was a spot for me. It's challenging but so much fun!

It's important for us scholars to learn and experience these different things. It will help me get into a good college.

- Alec, 6th grade scholar



Music is a part of my Tibetan culture. We do a circle dance called Gorshey and the music that goes with it is important to us. Music has meaning.

It's good to have a music program in school because scholars can learn life-long lessons through music.

- Tenzin, 8th grade scholar

I chose the drums because I've always wanted to learn to play them. They're awesome. I love that they're big and loud.

It's been easy to learn so far. I'm loving it! I hope more scholars can do this next year.

- Ezequiel, 5th grade scholar

There's still time to give a tax-deductible gift in support of our scholars and the Jazz Band program before the end of year!

Thank you. We are so grateful for your continued support.

GIVE A YEAR-END GIFT

FOLLOW US!

Central Queens Academy Charter School | 88-14 Justice Avenue, Elmhurst, NY 11373

Response 4d-132

Happy New Year!

[redacted]

[redacted]

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

2022 was a momentous year for CQA. We marked our 10th anniversary by opening our new permanent home and expanding our school further to serve over 700 scholars and their families this year.

A decade ago we opened with one grade of just 100 scholars in a small, former daycare center in Elmhurst. We promised our families we would provide their children with the education and support they needed to succeed. Ten years later, having served over 1,400 scholars and their families since that founding year, we are fulfilling that promise with your support.

We are so grateful for your continued partnership. Thank you for helping us make 2022, and the past decade, a success.

See our 2022 year in review here!

GIVE A YEAR-END GIFT

FOLLOW US!

Central Queens Academy Charter School | 88-14 Justice Avenue, Elmhurst, NY 11373

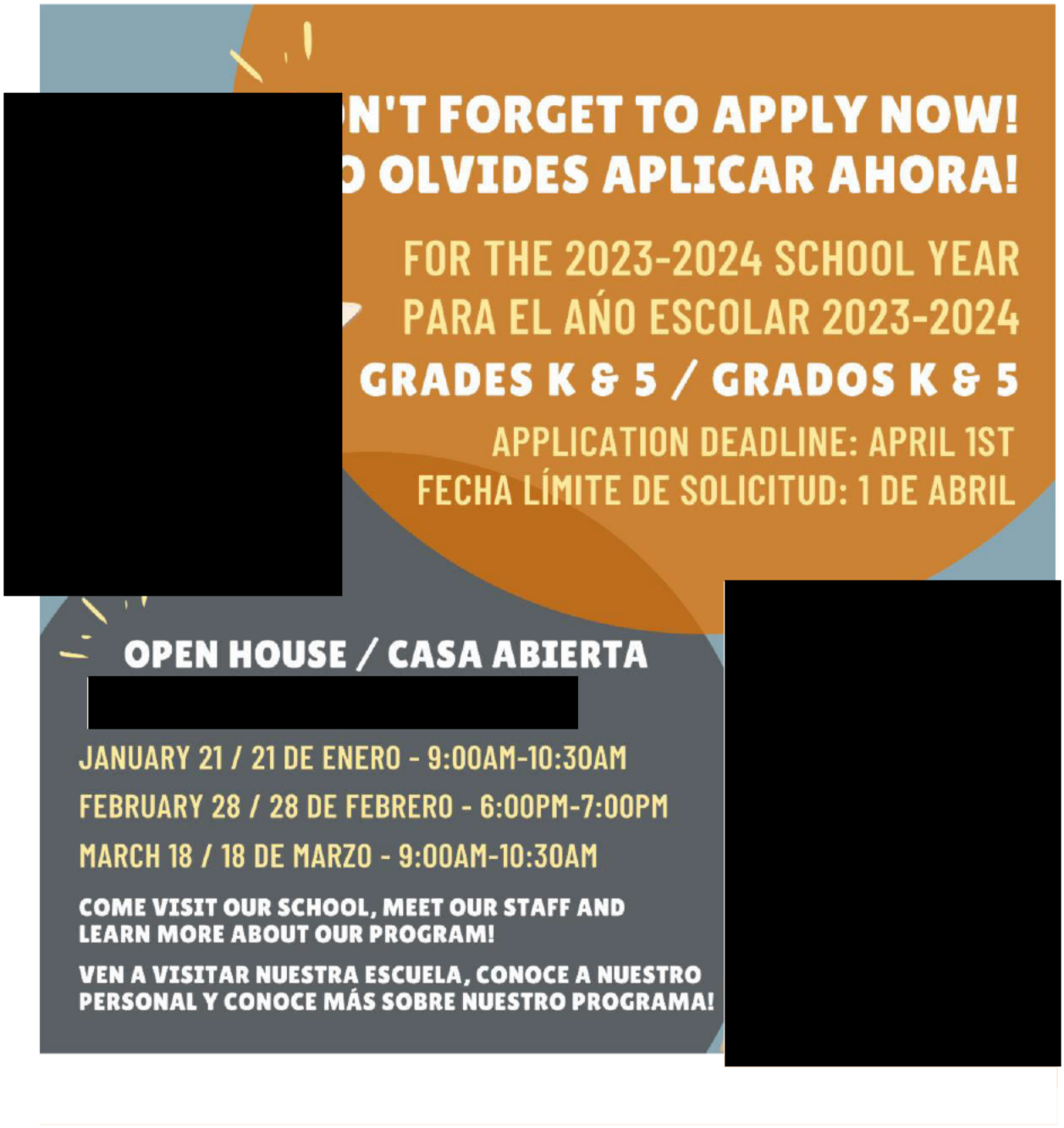
Attend CQA's open house! / ¡Asista a la jornada de puertas abiertas de CQA!

Wed, Jan 11, 2023
3:36 PM

Central Queens Academy Charter School

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

A TOP PERFORMING SCHOOL IN NEW YORK STATE
UNA DE LAS MEJORES ESCUELAS EN EL ESTADO DE NUEVA YORK


[redacted]
N'T FORGET TO APPLY NOW!
O OLVIDES APLICAR AHORA!
FOR THE 2023-2024 SCHOOL YEAR
PARA EL AÑO ESCOLAR 2023-2024
GRADES K & 5 / GRADOS K & 5
APPLICATION DEADLINE: APRIL 1ST
FECHA LÍMITE DE SOLICITUD: 1 DE ABRIL
OPEN HOUSE / CASA ABIERTA
[redacted]
JANUARY 21 / 21 DE ENERO - 9:00AM-10:30AM
FEBRUARY 28 / 28 DE FEBRERO - 6:00PM-7:00PM
MARCH 18 / 18 DE MARZO - 9:00AM-10:30AM
COME VISIT OUR SCHOOL, MEET OUR STAFF AND LEARN MORE ABOUT OUR PROGRAM!
VEN A VISITAR NUESTRA ESCUELA, CONOCE A NUESTRO PERSONAL Y CONOCE MÁS SOBRE NUESTRO PROGRAMA!
[redacted]

"MY DAUGHTER LOVES THIS SCHOOL. I FEEL LIKE WE ARE RESPECTED HERE AND PART OF A FAMILY."

[redacted]

FOLLOW US / SÍGANOS

Give your 4th grader a head start / Dé a su hijo de 4to grado una ventaja

Tue, Feb 7, 2023
12:58 PM

Central Queens Academy Charter School

CQA CENTRAL QUEENS ACADEMY CHARTER SCHOOL

APPLY NOW
APLIQUE AHORA

THE HIGHEST PERFORMING CHARTER SCHOOL IN QUEENS AND
A TOP PERFORMING SCHOOL IN NEW YORK STATE

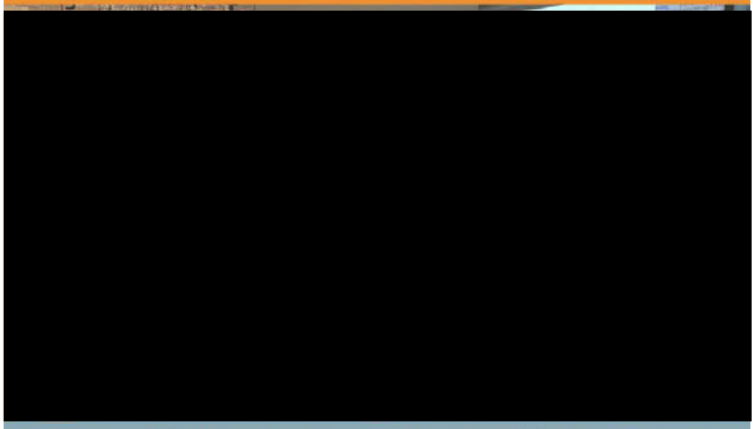
LA ESCUELA CHÁRTER DE MAYOR RENDIMIENTO EN QUEENS
Y UNA ESCUELA DE RENDIMIENTO SUPERIOR EN EL ESTADO DE NUEVA YORK

GIVE YOUR 4TH GRADER A HEAD START!

APPLY NOW FOR 5TH GRADE

¡DÉ A SU HIJO DE 4TO GRADO UNA VENTAJA!

APLIQUE AHORA PARA 5TO GRADO

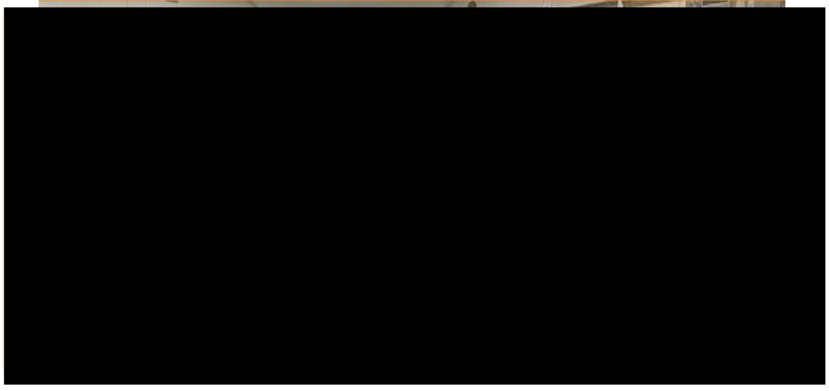


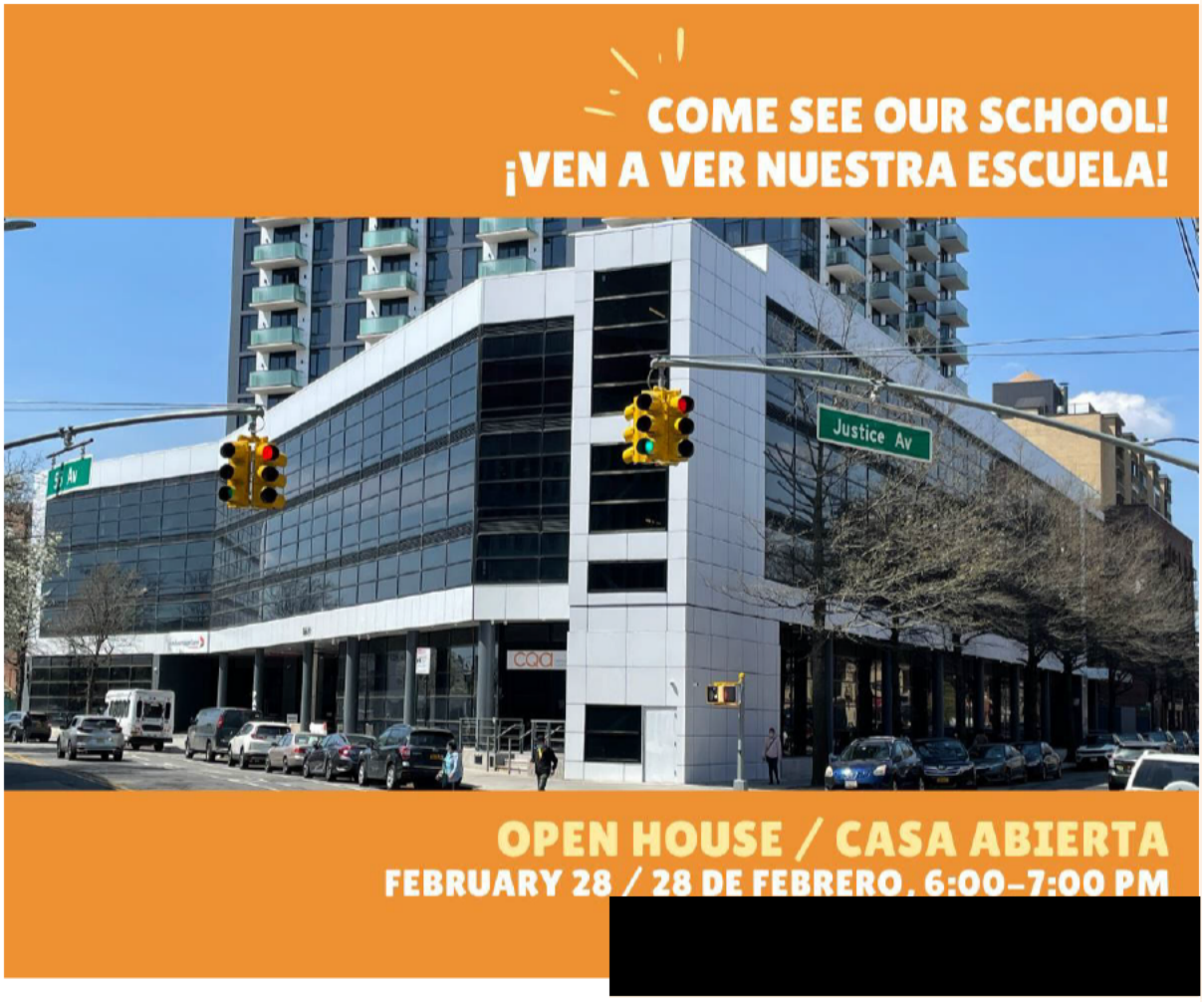
WHY CQA?

- ✓ Middle school starts in 5th grade, giving scholars an extra year to prepare for high school
- ✓ CQA middle school scholars have tested higher than their peers on New York State exams since 2014
- ✓ Scholars take Earth Science and Algebra I Regents in 8th grade, a year ahead of most public school students
- ✓ More than 75% of CQA scholars are accepted into one of their top five choice high schools
- ✓ CQA graduates are now attending colleges and universities around the country

¿POR QUÉ CQA?

- ✓ la escuela intermedia comienza en el grado 5, dando a los estudiantes un año adicional para prepararse para la escuela secundaria
- ✓ Los estudiantes de secundaria de CQA han obtenido mejores resultados que sus compañeros en los exámenes del estado de Nueva York desde 2014
- ✓ Los eruditos toman Ciencias de la Tierra y Álgebra I Regentes en el grado 8, un año antes que la mayoría de los estudiantes de escuelas públicas
- ✓ Más del 75% de los estudiantes de CQA son aceptados en una de sus cinco escuelas secundarias preferidas
- ✓ Los graduados de CQA están ahora asistiendo a colegios y universidades en todo el país





Response 4d-143

APPLICATION DEADLINE – APRIL 1ST
FECHA LÍMITE DE SOLICITUD – 1 DE ABRIL

FOLLOW US / SÍGANOS

Central Queens Academy Charter School | 88-14 Justice Avenue, Elmhurst, NY 11373

Celebrating our graduates and pushing to expand

Fri, Jul 7, 2023
2:53 PM

[redacted]

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

CELEBRATING THE CLASSES OF 2027 AND 2035

Our community recently gathered together to celebrate two special occasions - the graduation of our eighth grade scholars who will complete high school and enter college in 2027 and the stepping up ceremony of our littlest learners, our Kindergarten scholars who will begin their college journey in 2035.

Our graduating eighth graders were in the middle of fifth grade, their first year at CQA, when the COVID pandemic hit. They have endured and overcome so much since then. While it hasn't been easy, their hard work combined with the relentless efforts of their teachers and the support of their families, has gotten them back on track and prepared for high school. We are so proud of what they've achieved.

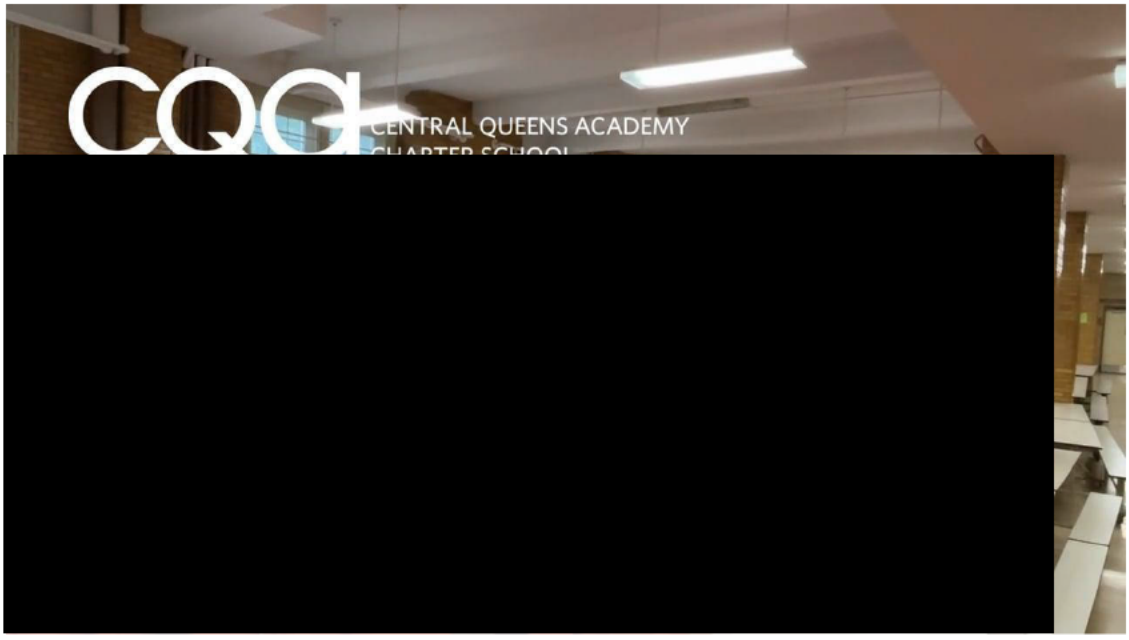
[redacted]

9% accepted to competitive, specialized or private high schools including Stuyvesant, Townsend Harris, Brooklyn Tech, Beacon, Choate Rosemary Hall, and the Dalton School

31% accepted to their first choice high school

76% accepted to one of their top five choice high schools

89% passed at least one high school-level Regents exam in 8th grade



Our newly promoted first graders made notable progress this year. They gained an average of one year of reading growth and more than 90% became proficient counters.

PUSHING TO EXPAND FOR OUR COMMUNITY

As we continue to grow our current elementary school and prepare to open third grade next year, we received some hopeful news that we will be able to serve even more families.

After years of maintaining a cap on charter expansion in New York City, the State's new budget provides for a limited amount of charters to be reassigned to high-performing schools in high-needs areas. **CQA is first on the list of New York City schools to receive one of those charters!** We are applying to open CQA II in Elmhurst in August 2024, which would pave the way to make 900 additional school seats available over time. We are grateful for your partnership over the years and hope you will continue to support our school as we work to offer our community more much-needed high-quality educational choices for their children.

Thank you for supporting CQA!

MAKE A DONATION

FOLLOW US!

[redacted]

		febrero - 6pm-7pm
Mendoza	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Rojas	1/17/23	February 28 / 28 de febrero - 6pm-7pm
Acharya	1/17/23	February 28 / 28 de febrero - 6pm-7pm
Chrzanowska	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Davis	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Alfonso	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Khym	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Gesmundo	1/18/23	February 28 / 28 de febrero - 6pm-7pm
Palmo	1/20/23	February 28 / 28

		- 9am-10:30am
Nalvarte	12/22/22	january 21 / 21 de enero - 9am-10:30am
Montoya	12/8/22	january 21 / 21 de enero - 9am-10:30am
Mendoza	12/12/22	january 21 / 21 de enero - 9am-10:30am
Sanchez	12/14/22	january 21 / 21 de enero - 9am-10:30am
Dress	12/15/22	january 21 / 21 de enero - 9am-10:30am
tamding phunkhang	12/15/22	january 21 / 21 de enero - 9am-10:30am
Catalbas	12/15/22	january 21 / 21 de enero - 9am-10:30am
Catalbas	12/14/22	january 21 / 21 de enero - 9am-10:30am
Islam	12/13/22	january 21 / 21 de enero - 9am-10:30am
Chodon	12/13/22	january 21 / 21 de enero - 9am-10:30am

		de enero - 9am-10:30am
Parra	12/17/22	january 21 / 21 de enero - 9am-10:30am
Valle	12/20/22	january 21 / 21 de enero - 9am-10:30am
Asadbekova	12/23/22	january 21 / 21 de enero - 9am-10:30am
Gurung	12/23/22	january 21 / 21 de enero - 9am-10:30am
Cintron	12/24/22	january 21 / 21 de enero - 9am-10:30am
Celi	12/30/22	january 21 / 21 de enero - 9am-10:30am
Adebisi	1/1/23	january 21 / 21 de enero - 9am-10:30am
Grantham	1/2/23	january 21 / 21 de enero - 9am-10:30am
eugenio	1/2/23	january 21 / 21 de enero - 9am-10:30am
Minquini	1/3/22	january 21 / 21 de enero

		- 9am-10:30am
Juarez	1/3/22	january 21 / 21 de enero - 9am-10:30am
Minchala	1/3/22	january 21 / 21 de enero - 9am-10:30am
Rana	1/4/23	january 21 / 21 de enero - 9am-10:30am
Moore	1/4/23	january 21 / 21 de enero - 9am-10:30am
Moore	1/4/23	january 21 / 21 de enero - 9am-10:30am
Ramamoorthy	1/4/23	january 21 / 21 de enero - 9am-10:30am
Morales	1/9/23	january 21 / 21 de enero - 9am-10:30am
DaCosta	1/9/23	january 21 / 21 de enero - 9am-10:30am
Baquero	1/8/23	january 21 / 21 de enero - 9am-10:30am
Cuellar	1/8/23	january 21 / 21 de enero - 9am-10:30am

Ravelo	1/8/23	january 21 / 21 de enero - 9am-10:30am
Leung	1/7/23	january 21 / 21 de enero - 9am-10:30am
Ramamoorthy	1/6/23	january 21 / 21 de enero - 9am-10:30am
Cintron	1/9/23	january 21 / 21 de enero - 9am-10:30am
Moore	1/9/23	january 21 / 21 de enero - 9am-10:30am
Moore	1/9/23	january 21 / 21 de enero - 9am-10:30am
Lin	1/10/23	january 21 / 21 de enero - 9am-10:30am
Pantoja	1/9/23	january 21 / 21 de enero - 9am-10:30am
Chen	1/10/23	january 21 / 21 de enero - 9am-10:30am
Baigorri	1/10/23	january 21 / 21 de enero - 9am-10:30am
Escanilla	1/10/23	january 21 / 21

		de enero - 9am-10:30am
Rauf	1/11/23	january 21 / 21 de enero - 9am-10:30am
Ngodup	1/11/23	january 21 / 21 de enero - 9am-10:30am
Mora	1/11/23	january 21 / 21 de enero - 9am-10:30am
Estrada	1/11/23	january 21 / 21 de enero - 9am-10:30am
Perguachi	1/11/23	january 21 / 21 de enero - 9am-10:30am
Parra	1/11/23	january 21 / 21 de enero - 9am-10:30am
Arriola	1/11/23	january 21 / 21 de enero - 9am-10:30am
Cardona	1/11/23	january 21 / 21 de enero - 9am-10:30am
Kumah	1/11/23	january 21 / 21 de enero - 9am-10:30am
Valle	1/11/23	january 21 / 21 de enero

		- 9am-10:30am
Ghale	1/11/23	january 21 / 21 de enero - 9am-10:30am
Perez	1/13/23	january 21 / 21 de enero - 9am-10:30am
Tlahuel	1/12/23	january 21 / 21 de enero - 9am-10:30am
Meendoza	1/12/23	january 21 / 21 de enero - 9am-10:30am
Nielsen	1/12/23	january 21 / 21 de enero - 9am-10:30am
Tungsittichok	1/13/23	january 21 / 21 de enero - 9am-10:30am
Hall	1/16/23	january 21 / 21 de enero - 9am-10:30am
Ruiz	1/15/23	january 21 / 21 de enero - 9am-10:30am
Hernandez	1/15/23	january 21 / 21 de enero - 9am-10:30am
De Jesus	1/15/23	january 21 / 21 de enero - 9am-10:30am

Becerril	1/17/23	january 21 / 21 de enero - 9am-10:30am
Caizaguano	1/17/23	january 21 / 21 de enero - 9am-10:30am
Baksh	1/17/23	january 21 / 21 de enero - 9am-10:30am
Thet	1/17/23	january 21 / 21 de enero - 9am-10:30am
Wai	1/17/23	january 21 / 21 de enero - 9am-10:30am
yang	1/17/23	january 21 / 21 de enero - 9am-10:30am
Ramirez	1/18/23	january 21 / 21 de enero - 9am-10:30am
Mendoza	1/18/23	january 21 / 21 de enero - 9am-10:30am
Orbe	1/18/23	january 21 / 21 de enero - 9am-10:30am
Carrillo	1/17/23	january 21 / 21 de enero - 9am-10:30am
Chodon	1/17/23	january 21 / 21

		de enero - 9am-10:30am
Martinez	1/17/23	january 21 / 21 de enero - 9am-10:30am
DE JESUS	1/18/23	january 21 / 21 de enero - 9am-10:30am
Raj	1/18/23	january 21 / 21 de enero - 9am-10:30am
Arias	1/18/23	january 21 / 21 de enero - 9am-10:30am
Londono	1/18/23	january 21 / 21 de enero - 9am-10:30am
Amladi	1/18/23	january 21 / 21 de enero - 9am-10:30am
Quezada	1/18/23	january 21 / 21 de enero - 9am-10:30am
Moncayo	1/19/23	january 21 / 21 de enero - 9am-10:30am
nolasco	1/18/23	january 21 / 21 de enero - 9am-10:30am
Gurung	1/18/23	january 21 / 21 de enero

		- 9am-10:30am
Hernandez	1/18/23	january 21 / 21 de enero - 9am-10:30am
Leon-munoz	1/18/23	january 21 / 21 de enero - 9am-10:30am
Diaz	1/18/23	january 21 / 21 de enero - 9am-10:30am
Román	1/18/23	january 21 / 21 de enero - 9am-10:30am
Chokdeu	1/18/23	january 21 / 21 de enero - 9am-10:30am
Kc	1/18/23	january 21 / 21 de enero - 9am-10:30am
Cruz	1/18/23	january 21 / 21 de enero - 9am-10:30am
Narvaez	1/18/23	january 21 / 21 de enero - 9am-10:30am
TOCACHI	1/19/23	january 21 / 21 de enero - 9am-10:30am
Guaman	1/19/23	january 21 / 21 de enero - 9am-10:30am

Reyes	1/19/23	january 21 / 21 de enero - 9am-10:30am
Andrade	1/19/23	january 21 / 21 de enero - 9am-10:30am
Wang	1/19/23	january 21 / 21 de enero - 9am-10:30am
Rivera	1/19/23	january 21 / 21 de enero - 9am-10:30am
Ortega	1/19/23	january 21 / 21 de enero - 9am-10:30am
Cheng	1/20/23	january 21 / 21 de enero - 9am-10:30am
plunkett	1/20/23	january 21 / 21 de enero - 9am-10:30am
martinez	1/20/23	january 21 / 21 de enero - 9am-10:30am
July Lwin	1/21/23	january 21 / 21 de enero - 9am-10:30am
Hepshiba Quijote	1/21/23	january 21 / 21 de enero - 9am-10:30am
Mazara	1/20/23	january 21 / 21

		de enero - 9am-10:30am
Harvey	1/20/23	january 21 / 21 de enero - 9am-10:30am
Quito	1/20/23	january 21 / 21 de enero - 9am-10:30am
Dutta	1/20/23	january 21 / 21 de enero - 9am-10:30am
Puentes	1/20/23	january 21 / 21 de enero - 9am-10:30am
Bueno	1/20/23	january 21 / 21 de enero - 9am-10:30am
Gurung	1/20/23	January 21 / 21 de enero - 9am-10:30am
Saraswati Tamang	1/20/23	January 21 / 21 de enero - 9am-10:30am
Mao	1/20/23	January 21 / 21 de enero - 9am-10:30am
Emralino	1/20/23	January 21 / 21 de enero - 9am-10:30am
Arguello	1/20/23	January 21 / 21 de enero

		- 9am-10:30am
Guaman	1/21/23	January 21 / 21 de enero - 9am-10:30am
Adebisi	1/21/23	January 21 / 21 de enero - 9am-10:30am
Cardona	11/28/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm
Delgado	12/6/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm
Chonden	12/13/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm
DE JESUS	12/15/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero -

		6pm-7pm
Ngodup	12/18/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm
Mejia	1/11/23	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm
Laygo	12/16/22	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo - 9am-10:30am
Paguay	1/18/23	january 21 / 21 de enero - 9am-10:30am, February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo -

		9am-10:30am
zhao	1/17/23	january 21 / 21 de enero - 9am-10:30am; February 28 / 28 de febrero - 6pm-7pm
Quijote	12/29/22	january 21 / 21 de enero - 9am-10:30am; March 18 / 18 de marzo - 9am-10:30am
Villa	11/28/22	january 21 / 21 de enero - 9am-11am
Anderson	11/28/22	january 21 / 21 de enero - 9am-11am
Wang	11/21/22	january 21 / 21 de enero - 9am-11am
Ro	11/28/22	january 21 / 21 de enero - 9am-11am
Dufresne	11/28/22	january 21 / 21 de enero - 9am-11am
Mohammed	11/29/22	january 21 / 21 de enero - 9am-11am

Guaman	11/30/22	january 21 / 21 de enero - 9am-11am
Pena	11/23/22	january 21 / 21 de enero - 9am-11am, March 18 / 18 de marzo - 9am-11am
Castellanos	12/8/22	March 18 / 18 de marzo - 9am-10:30am
Lopez	12/16/22	March 18 / 18 de marzo - 9am-10:30am
Sherpa	12/29/22	March 18 / 18 de marzo - 9am-10:30am
Ortega	1/11/23	March 18 / 18 de marzo - 9am-10:30am
Khatiwoda	1/17/23	March 18 / 18 de marzo - 9am-10:30am
Ravelo	1/29/23	March 18 / 18 de marzo - 9am-10:30am
Wazeed	11/24/22	March 18 / 18 de marzo - 9am-11am
Tocachi	12/1/22	

Moise	12/15/22	
Ormeno	1/18/23	
Catalbas	1/22/23	
mohammed	2/1/23	March 18 / 18 de marzo - 9am-10:30am
Lam	2/1/23	February 28 / 28 de febrero - 6pm-7pm
Ravelo		February 28 / 28 de febrero - 6pm-7pm
Guzman		February 28 / 28 de febrero - 6pm-7pm
Mejia		February 28 / 28 de febrero - 6pm-7pm
Gutierrez		February 28 / 28 de febrero - 6pm-7pm
DELALUZ		February 28 / 28 de febrero - 6pm-7pm
laygo		February 28 / 28 de febrero - 6pm-7pm

ORIHUELA		February 28 / 28 de febrero - 6pm-7pm
Fermin		February 28 / 28 de febrero - 6pm-7pm
Hom		February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo - 9am-10:30am
Santa		February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo - 9am-10:30am
Estevez		February 28 / 28 de febrero - 6pm-7pm
wahyudi		March 18 / 18 de marzo - 9am-10:30am
Andrade		February 28 / 28 de febrero - 6pm-7pm
Paulino		February 28 / 28

		de febrero - 6pm-7pm
Satian		February 28 / 28 de febrero - 6pm-7pm
Rauf		February 28 / 28 de febrero - 6pm-7pm
Liu		February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo - 9am-10:30am
Santacruz		February 28 / 28 de febrero - 6pm-7pm
Wangdu		February 28 / 28 de febrero - 6pm-7pm
Ramirez		February 28 / 28 de febrero - 6pm-7pm, March 18 / 18 de marzo - 9am-10:30am
Pineda		February 28 / 28 de

		febrero - 6pm-7pm
Wu		February 28 / 28 de febrero - 6pm-7pm
Yee		February 28 / 28 de febrero - 6pm-7pm
Pérez		February 28 / 28 de febrero - 6pm-7pm
Lozano		February 28 / 28 de febrero - 6pm-7pm
Espinoza		February 28 / 28 de febrero - 6pm-7pm
Lai		February 28 / 28 de febrero - 6pm-7pm
Lee		February 28 / 28 de febrero - 6pm-7pm
Ramirez		March 18 / 18 de marzo - 9am-10:30am
Hernandez		February 28 / 28 de

Chu went on to co-found the group PLACE NYC, Parent Leaders for Accelerated Curriculum and Education in NYC.

“I’m a standardized test believer, I believe in objective measures,” she said.

So, before she understood the politics of the issue, she said, she would suggest to other education advocates and elected officials that the specialized high school parents should build a “bigger tent” with charter school parents because she saw them as agreeing on the same issues.

Chu, who grew up in White-stone, sent her kids to public schools. One of her daughters has graduated and the other attends a dual-language program in Manhattan. Chu still owns a home in Whitestone.

“We were told, ‘No, you don’t want to do that. Keep yourself separate from the charters,’”Chu recalled.

Now, she said, parents are fed up with Department of Education policies, especially within the Asian community.

“We’re so tired of the DOE policies and going private is not an option for most families that are in public schools. Wouldn’t it be great if we can just have a charter school and basically have our own policies for what curriculum we want to teach and how long our school day is and all the things that charters are afforded,” she said.

“Asian families would like that option,” she added.

Chu has even looked into the process for opening a charter school and spoken with charter application consultants but in terms of making it a reality, she said, it is tough.

Queens currently has 26 charter schools, according to the New York Charter School Center, and some of those were founded by parents similar to how Chu described doing.

Our World Neighborhood Charter School operates an elementary and middle school in Astoria, an elementary school in Howard Beach and an elementary school in Corona.

“Our World Neighborhood Charter School was founded by parents and has always been parent-driven,” said Mark Crusante, director of external relations.

“We’ve always been this inclusive community where we want to get people involved,” he said.

“Our mission is to educate our students to be independent thinkers and lifelong learners,” he explained.

Students have the opportunity to take Spanish as early as kindergarten and are offered film, media and art classes, as well.

Each school day is 10 to 15 minutes longer and the school year is about 10 days longer than the traditional school year, as well.

“I don’t understand the whole ‘us versus them’ mentality that a lot of people have,” said Crusante.

“I think if you look at charters as a whole, they’re public schools as well. And all we want to do is educate kids and do what’s right and help them grow and we want them to succeed,” he said.

Although demand has increased for charter schools in New York City, Crusante said it has not been so easy for every school. He hopes the charter cap is lifted and that OWN receives rental assistance for existing charter schools.

New charter schools receive rental assistance, so OWN 2 does but OWN 1 does not.

“We’re seeing what the traditional school districts are also seeing,” said Crusante.

“We’re seeing a lot of families move or relocate themselves and it’s hard. Covid really took a punch to not only traditional public schools but to charters, too,” he said, adding that there is strong enrollment and a waitlist but they still lose students at the same time.

As with OWN, the Central Queens Academy Charter School also does not co-locate in DOE buildings and instead leases three privately owned facilities. Its new building, which had a soft opening in January, houses kindergarten and first-grade students. It will be their permanent home starting in August for the 2022-23 school year for all of its scholars.

“This building, and the unification of our school community under one single roof, is long awaited and years in the making,” explained Melissa Kinsella, director of advancement at CQA.

Part of why the school administrators chose private facilities was to be part of the solution to the overcrowding problem in Queens, said Director of Schools Ashish Kapadia.

“We also wanted to provide high-quality teaching and learning to first- and second-generation immigrants, as well as local families within the Elmhurst, Corona and Woodside neighborhoods,” he said.

“We’ve also devoted a lot of our resources to social and emotional support and academic intervention and remediation because a large number of our students come to us in fifth grade, far below grade level in math and English.

“But it’s our job to make sure that they are truly ready for high school by the time they leave us,” said Kapadia.

At CQA, students also have a longer school day as well as a double period of English and longer science, math and social studies periods.

Aside from the cap being lifted, Kinsella and Kapadia would like to see unused charters be issued to schools that are looking to expand.

“Queens is underrepresented in the charter area,” said Kinsella. “Proportionally, we have lower numbers of charters than in any other borough based on the population, and Queens is the fastest-growing borough right now and it’s the fastest-growing in education and school-age children as well,” she added.

Kapadia said all charter schools are different and that they are not all part of a huge network.

“We’re not some large behemoth that’s trying to generate a lot of competition for the New York City Department of Education,” he said.

“We are simply trying to do right by the local Elmhurst, Corona and Woodside communities.”

QueensChronicle.com

The benefits of New York City charter schools

By Joe PantornoPosted on March 13, 2022

Photo via Getty Images

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The school choice movement has provided parents in New York City and across the United States with more options on where to send their children. While the only legitimate options in the past were between public, private and homeschooling, charter schools have become a viable and attractive option for a child's education.

A charter school is an independently-operated public school that usually operates under a contract with a government agency or nonprofit organization. It allows the school to not have to follow a mandated curriculum, thus designing their classrooms and lessons to fit individual students' needs.

Alvarez's 3-run home run (22)menu

Alvarez's 3-run home run (22)

MLB |

0:28

WATCH: Brotherly Love! Philadelphia Union crush 10-man New York Red Bulls

MLS |

6:59

DJ Stewart's three-run HR (10)

MLB |

0:34

While the idea of charter schools has been met with plenty of criticism, there are overarching advantages of sending your child to such an institution:

Adapting to challenges

Within today's educational landscape lies the growing challenge of properly informing, preparing and developing students who learn and grow under different circumstances.

There are four ways children can properly learn and retain the material of their coursework: visual, auditory, reading/writing and kinesthetic.

Charter schools can provide a perfect match.

If your child is struggling with learning disabilities that withhold them from flourishing at public or private schools, there are charter school options.

If your child is advanced and is not being challenged enough in most group settings, there are charter school options.

Specialization with no tuition

Charter schools provide the best of both schooling worlds.

While they are independent, like most public and private schools, they must adhere to certain guidelines: They still must have licensed teachers; students must take state-mandated tests; and underperforming institutions can be closed.

ADVERTISING

But what sets charter schools apart from public schooling is the ability to tweak the curriculum and offer specific courses.

The best part? Parents won't have to pay tuition as they would in private school. Charters are funded on tax dollars.

They outperform public school

Looking at the data, New York City charter schools are putting up better numbers than public schools.

According to the New York Department of Education, public school students grades three through eight were 47% proficient in English language arts (ELA) and 46% proficient in math in 2019.

Per NYCCharterSchools.org, charter schools in the city provided much higher proficiency numbers in 2020.

Math proficiency rates were at 63.87% for students grades three through eight, while ELA proficiency rates were at 57.3%.

Those numbers result in more learning gains, allowing students to learn more material in the same amount of time as public school curriculum allows.

Charter schools have plenty of support

Parents' schedules are already packed as it is. Their wallets might not be overflowing, either. The last thing they need to do is participate in fundraisers to get their public school some extra money.

Charter schools don't have that problem as they are privately funded more often than not, meaning parents won't have to donate more of their hard-earned money to ensure their child gets a proper education.

Here are some charter schools to consider in Queens:

Academy of the City Charter School
31-29 60th St., Woodside
718-487-9857
academyofthecity.org

Mission: Academy of the City fosters community, supports families, welcomes children of all backgrounds, celebrates diversity and promotes social justice. With a challenging, hands-on liberal arts experience, the school strives to develop joyful, creative, independent and successful lifelong learners. With a progressive educational model, the academy's goal is to motivate and prepare students to engage in a lifelong love affair with learning, resulting in a meaningful and productive life. The school's teachers are firmly committed to empowering students to embrace their proficiencies, skills and interests, and to eventually take their place as citizens of today's increasingly global world. The academy believes in an integrated educational approach, where even the youngest students experience personal and educational growth as a result of a diverse student body that more closely mirrors the world outside the academy's doors. The school's rich and varied curriculum and our

focus on the uniqueness of each child's needs and aspirations is a proven model for long-term success.

CQA MS – 55-30 Junction Blvd., Elmhurst
CQA ES – 75-01 31st Ave., 2nd floor, East Elmhurst
Announcing CQA'S permanent home at 88-08 Justice Ave., Elmhurst
Moving in fall 2022
centralqueensacademy.org/apply
admissions@centralqueensacademy.org
718-271-6200

Central Queens Academy has the highest performing charter middle school in Queens and is opening a new elementary school. Serving scholars in District 24, CQA reflects the diversity of the district with scholars from over 30 different nations speaking over 20 different languages. With small class sizes and personalized attention, CQA sees much more than one year's worth of growth in English and math annually in the vast majority of scholars. CQA outperformed middle schools in English and math for six consecutive years. Scholars are accepted to top high schools like Stuyvesant, Brooklyn Tech, Bronx Science and Townsend Harris.

Elm Community Charter School

69-26 Cooper Ave., Glendale
347-474-3288
mainoffice@elmcharterschool.org
elmcharterschool.org

Elm Community Charter School is a K-4 elementary school servicing the families in Central Queens (District 24). Elm's mission is to cultivate student leaders with the character and capacity to form their own identity, seize any opportunity and shape the world around them. Elm has a focus on small group learning, inquiry-based learning, social emotional learning, and creative courses. At Elm, the schedule allows for two to three hours of small group learning daily. Elm's academic program is designed to equip students with the fundamental reading, writing, math, and science skills they need to engage with relevant everyday problems and questions. Elm additionally has a social emotional curriculum that empowers students to advocate for themselves and others.
Visit elmcharterschool.org/apply to apply to Elm.

Forte Prep
51-35 Reeder St., Elmhurst
929-666-4430
forteprep.org

Forte Prep is a charter middle school open to students in grades five through eight. The school is driven by a philosophy of achieving excellence in all facets of life and learning with the belief that education can transform the lives of students from diverse backgrounds. Through rigorous academics, creative and technological enrichment and leadership development, students are prepared to excel at college preparatory high schools and beyond. Forte Prep graduates can enroll in top-quality public, independent and charter high schools across the city and beyond, and the staff works with students and families to help them get there starting Day 1.

Middle Village Prep
68-02 Metropolitan Ave., Middle Village

middlevillageprep.org

Middle Village Prep prepares students for success at a selective college prep high school of their choice. The curriculum is rigorous and designed to meet and surpass the New York State Education Department requirements. Central to the instructional model is a longer school day and increased classroom instructional time that is devoted to curriculum subjects. Students will master skills and attain subject proficiency by the end of the eighth grade. Included is a requirement that all students study Latin, a key language for building a strong vocabulary and understanding romance languages such as Spanish and Italian, for three years. Mathematics and English language arts are prioritized by allocating twice the amount of instructional time that is customarily devoted to these critical instructional areas. Science, social studies, the arts, physical education and health, along with time allocated for enrichment and extracurricular activities, round out the typical daily schedule. It

requires that all students take available Regents-level courses, such as algebra 1, Earth science and U.S. history 1 in grade eight.

New Vision Advanced Math & Science H.S. IV
156-10 Baisley Blvd., South Jamaica
newvisions.org/ams4
For inquiries: ams4admissions@charter.newvisions.org

AMS IV is a **STEAM** school where the culture is centered on PRIDE – perseverance, respect, integrity, discipline and excellence. Scholars experience a family-like atmosphere that prioritizes project-based learning and supporting their social and emotional needs. Through an advisory structure, AMS IV ensures a strong connection between the school community and families. AMS IV offers scholar supports that foster life skills beyond graduation by way of courses focused in college and career readiness, entrepreneurship and health and wellness. AMS IV's grade level school counselors work with scholars from ninth grade through 12th grade, and a social worker is designated to the lower house (ninth and 10th grade) and upper house (11th and 12th grade).

The Renaissance Charter School
35-59 81st St., Jackson Heights
718-803-0060

The Renaissance Charter School 2
60-02 Maspeth Ave., Maspeth
rencharters.org

The Renaissance Charter School is a pre-K through 12 public school whose mission is to foster educated, responsible young leaders who through their own personal growth will spark a renaissance in New York. Renaissance has been a leader in national progressive education through its example, outreach and collaboration for over 20 years. As a leading charter school, Renaissance commits to serving as a strong model of public school reform. Renaissance has a unique "three-tiered curriculum" consisting of core studies, experiential learning and community involvement.

The Renaissance Charter School 2, located in Community School District 24, is accepting applications for kindergarten through second grade. Like Renaissance, TRCS 2 provides a rigorous, innovative and progressive educational program that will help students become lifelong learners, global citizens and leaders in the renaissance of New York City. TRCS 2 continually accepts applications for any available seats throughout the school year. Applications for both schools are available through the NYC Charter School Center common application.

Valence Prep
32-20 108th St., East Elmhurst
646-854-8414
hello@valencecollegeprep.org
valencecollegeprep.org

Valence College Preparatory Charter School is a tuition-free fifth-through eighth-grade public charter school for the students of Queens. Valence equips all scholars with the academic skills, professional habits and strength of character to graduate from college and lead lives of opportunity.

VOICE Charter School of NY
36-24 12th St., Long Island City
718-361-1694
voicecharterschool.org

VOICE Charter School is an elementary and middle school located in Long Island City. They combine rigorous academics with daily instruction in choral singing, encouraging creative and critical thinking while improving academic performance. Opened to NYC kindergarten and first-grade students in September 2008 across two sites located two blocks apart, VOICE has added a full grade every school year and now serves students in grades K-8. The mission of VOICE Charter School of NY is to create a safe and healthy learning environment that will nurture, motivate, and challenge all of children to achieve the highest level of academic excellence and to develop into mindful, responsible, contributing

participants in their education, their community, and the diverse society in which we live.

This story first appeared on newyorkfamily.com.

New home for CQA charter school

- Sep 15, 2022

- Facebook
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PHOTO COURTESY CQA

The Central Queens Academy Charter School celebrated the official opening of its brand-new school building in Elmhurst at a ribbon-cutting ceremony last Wednesday.

The building is the new permanent location for all scholars from elementary to middle school. The school previously operated out of three separate locations.

The occasion also coincided with CQA's 10-year anniversary.

The 83,000-square-foot facility will offer 900 tuition-free public school seats.

Queens Borough President Donovan Richards, above center, and Assemblywoman Jenifer Rajkumar joined for the occasion.

"All of you deserve to learn in a state-of-the-art facility such as this," Richards told students at the event.

— Deirdre Bardolf

QueensChronicle.com

Charter school takes 85K sf in Queens condo building

New facility allows Central Queens Academy to expand

9/7/23, 12:16 PM Queens Charter School Signs 30-Year Lease in Elmhurst

https://therealdeal.com/new-york/2021/02/25/charter-school-takes-85k-sf-in-queens-condo-building/
2/9

Central Queens Academy's Ashish Kapadia and United's Chris Jiashu Xu with a rendering of 88-08 Justice Avenue

By Akiko Matsuda

FEB 25, 2021, 3:00 PM

A charter school is expanding its footprint in Elmhurst.

Central Queens Academy Charter School is taking an 85,000-square-foot space in the Justice Avenue Tower at 88-08 Justice Avenue, according to Transwestern Real Estate Service, which brokered the deal.

The school will take the first, third and fourth floors of the 340,000-square-foot building, which is being developed by United Development & Construction Group. The new facility will allow the school to consolidate three existing locations and to double its students, according to Ashish Kapadia, the academy's interim executive director.

The new facility, which can accommodate 900 students, is scheduled to open for the 2021-2022 academic year. The expansion plan also includes a 4,000-square-foot gymnasium that's due to open in 2024.

The 32-year deal is structured as a leasehold condominium, a legal structure that

allows nonprofits to take advantage of its tax-exempt status.

“By commencing negotiations during construction, we are able to achieve the benefits of a purpose-built facility in half the time of a traditional ground-up construction project,” said Stephen Powers, who, along with Lindsay Ornstein, led the Transwestern team for the transaction.

Justice Avenue Tower is a mixed-use building with residential units along with four floors of retail and office spaces. Construction is almost completed, but sales for its 184 condos haven’t launched yet, according to the developer. The building owner was represented by Steve Zhu of Urban Compass for the transaction.

Wall Street Journal

That Vacated Sears Store May Reopen as a Public School

Mall owners find charter schools make good tenants in many spaces left empty by departing big-box retailers

By
Esther Fung

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May 4, 2021 5:30 am ET
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Students at Gem Prep: Pocatello charter school in Chubbuck, Idaho, attend classes at a former Sears department store. PHOTO: SHAY ANGELO

Mall owners have hit on a new way to fill gaping holes left by failed department stores and other departing big-box tenants: hosting public schools in need of more space.

Landlords are focused in particular on the nation's 7,500 charter schools, which are public-funded institutions run independently of school districts. These schools usually have to find and finance their own buildings.

In cramped cities and other places where land is scarce, charter schools and mall owners are finding common ground. Dozens of charter and other public schools have leased space in shopping centers, public records show.

Students at the Gem Prep: Pocatello charter school in Chubbuck, Idaho, attend classes at a former Sears department store in the Pine Ridge Mall. The Watsonville Prep School, in the Northern California town near Santa Cruz, has looked into taking space at a retail building in a now-defunct Gottschalks department store.

In the Elmhurst neighborhood of Queens, N.Y., a charter school with 400 middle-school students signed a 32-year lease in January for space at Justice Avenue Tower. The Central Queens Academy Charter School is joining a new mixed-use project that will have medical office space and 184 condominium units.

Until recently, real estate owners didn't often see education providers as appealing tenants. Schools require more entrances and wider stairs than other renters. They also need room for a gymnasium and plenty of natural light, making renovations expensive.

SHARE YOUR THOUGHTS

Have any charter schools in your area moved to new spaces during the pandemic? Join the conversation below.

These schools also have their charters reviewed by local school boards every three to five years, a shorter period than most landlords would like to lock in. One school might merge with another or lose its charter award if it underperforms. That can make it difficult for landlords to gauge operators' creditworthiness.

These schools' proponents note that charters are usually renewed. And given the shaky commercial bricks-and-mortar environment today, charter schools offer more stability than many retailers.

"They look like startups or a single-purpose entity, but you're getting guaranteed government funding so long as they continue to perform," said Stephen Powers, a partner at real-estate investment adviser Transwestern Real Estate Services' nonprofit practice.

On average, charter schools spend about 10% of their revenue on rent, said Mark Medema, managing director for the Charter School Facility Center at the National Alliance for Public Charter Schools.

As a bonus, schools can bring added business to shopping centers. Parents of students at the Idaho charter school often shop and buy food at the mall. “We are getting more foot traffic,” said Don Zebe, a Pocatello-based commercial broker at real-estate brokerage

Colliers International Group

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Students at Downtown Burlington High School in Vermont have been attending classes at a former Macy’s department store since March. PHOTO: BURLINGTON SCHOOL DISTRICT

Charter schools, which often are new to the rental space, have been subject to questionable financial and leasing transactions, including operators who have enriched themselves by being on both sides of the deal.

“Any industry is going to have a bad actor or two,” said Mr. Medema, who added that working with reputable developers and brokers who do due diligence would limit the number of people who would take advantage of the school. “Charter schools haven’t really formed relationships with the real-estate industry,” he said. “They don’t have a school-district real-estate office, and they’re all on their own.”

NEWSLETTER SIGN-UP

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The Central Queens Academy Charter School spent four years looking for a new location as it anticipates it will outgrow its facilities. The building it will move to when renovations are completed is less than a mile from its current location.

“We don’t want our scholars to have to travel long distances,” said Ashish Kapadia, the school’s executive director.

The school is taking 85,000 square feet of space on three levels, which will be able to accommodate 900 students in kindergarten through eighth grade. The lease also includes a 4,000-square-foot gymnasium in a nearby lot slated to open in 2024.

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“Before we found the school, we were planning to divide the space for doctors’ offices,” said Steve Zhu, a vice president at real-estate brokerage

Compass

, who represented the landlord, United Development & Construction Group, in the deal. United Development plans to work with more schools in future projects, Mr. Zhu said.

Landlords also have signed leases with other public schools that need short-term homes. In Vermont, students at Downtown Burlington High School have been attending classes at a former Macy’s store since March. They moved in temporarily after toxic chemicals were found in their old premises.

The area beneath the escalators at the former department store is a popular gathering spot for students and their supervisors. “It’s become an amazing place where people can connect,” said Lauren McBride, the school’s interim principal.

CRAIN'S NEW YORK BUSINESS
Charter school inks leases in two Queens neighborhoods

https://www.crainsnewyork.com/commercial-real-estate/charter-school-inks-leases-two-queens-
neighborhoods

A Queens charter school has inked a pair of leases for 100,000 square feet at buildings in Elmhurst and Jackson Heights, the school and its brokerage firm announced Tuesday.

The main lease is at 88-08 Justice Ave. in Elmhurst, where Central Queens Academy has taken 85,000 square feet for a new charter school, due to open in September and serve about 900 students in kindergarten through the eighth grade. The school also leased 15,000 square feet at 75-01 31st Ave. for incubation space that will let CQA immediately begin operations for its new school.

CQA's Justice Avenue lease is for 32 years, and its Jackson Heights lease is for two years.

A Transwestern Real Estate Services team of Stephen Powers, Lindsay Ornstein, Arthur Skelskie, Jake Cinti and Alexander Smith brokered the deal for the school. CQA is expected to be located on the first, third and fourth floors of the Justice Avenue Tower, which is still under construction. The asking price per square foot was $75 for the ground floor and $50 for the upper floors.

"Expanding our reach within District 24 has been a longstanding goal," CQA's interim executive director, Ashish Kapadia, said in a statement, "and this facility will allow CQA to consolidate three schools and buildings, double the number of students we serve and vastly increase our ability to collaborate in providing high-quality education to a diverse community."

Chris Xu's United Development & Construction is developing the Justice Avenue Tower. The project should span 340,000 square feet overall and include 184 condos along with four floors of retail and office space. The firm purchased the site in 2014 for $26.5 million, according to property records.

Stephen Zhu of Urban Compass represented United in the deal. Zhu and United did not immediately respond to requests for comment.

"This is a really high-performing school that is going to transform the lives of the families in this community," Powers said, "and we're thrilled to be a part of it."

Architectural Record

Gluck+ Creates a School as a Social and Spatial Crossroads
Elmhurst, New York
By Clifford A. Pearson

Employing bursts of color and a plan that nods to the urban grid, Central Queens Academy
populates space on the lower floors of a tower originally envisioned for commercial tenants.

Photo © Here and Now Agency/Paul Vu

August 28, 2023

View of the Crossroads Commons near the school's main stairwell. This area will provide access to a future "gym bridge" leading to an adjacent building.
Photo © Here and Now Agency/Paul Vu

Architects & Firms
Gluck+

Fitting in can be hard at school. What's true for students applies as well to the school itself, especially if it's a growing K—8 academy in a mixed-use building in Queens, the most culturally diverse borough of New York City. Occupying two-and-a-half floors in the base of a building that a developer had already erected, Central Queens Academy (CQA) had to work within the constraints of a structure originally envisioned as offices or retail space with 15 stories of apartments above.

Hallway view with a commons on the right. Individual classrooms entrances are distinguished with bold splashes of color and a strip light.

Photo © Here and Now Agency/Paul Vu, click to enlarge.

The school, though, was thrilled to get 83,000 square feet of space, having occupied much smaller, temporary facilities at multiple locations during its first 10 years

of operation. “Now we can have music, dance, and theater programs, as well as a full STEM program and phys ed,” says Ashish Kapadia, the school’s executive director. Kapadia and the architects at Gluck+ spent several years looking at about 40 different sites before agreeing to a 48-year lease in a building on the corner of Justice and 55 Avenues in the Elmhurst section of Queens. It shares the first floor with a medical facility run by Emblem Health, but has its own entry on Justice Avenue. Emblem occupies the second floor, while the school has classrooms on the third and fourth floors, in addition to a small lobby and a cafeteria on the ground floor.
A gym is nearing completion in a neighboring connected building and will flow seamlessly from the school’s cafeteria.

Learning spaces located around the perimeter of the building are flooded with natural light. Photo
© Here and Now Agency/Paul Vu
th

Stairwell connecting the classrooms located on the
building’s third and fourth floors. Photo © Here
and Now Agency/Paul Vu

Each of the upper floors of the school offers about 35,000 square feet, which is ideal for offices but difficult for a public charter school serving elementary and middle-school students. The challenge for Gluck+ principal Charlie Kaplan and his team was to figure out what to do with the space in the center of each floor where daylight is scarce. Their first move was to locate classrooms around the perimeter where floor-to-ceiling glazing helps create bright, attractive interiors. Next, they approached the rest of the space as if it were an urban plan—arranging classrooms in “villages,” laying out hallways as “streets,” and carving out a series of plazas or “commons” in the middle. The school sits at the junction of multiple city grids in Queens, so the architects echoed this sense of urban crossings in the way the commons act as gathering places for different “neighborhoods.”

1 2

Common spaces for gathering and daily interaction are a take on urban public plazas (1 & 2).
Photos © Here and Now Agency/Paul Vu

CQA, which moved into its new home last fall, now has 800 students in the building and will add another 100 next year. Faculty and staff account for another 110 people.

Kindergarten and elementary school classes occupy the third floor, while the middle school is on the fourth. The layout of each floor is near-identical with four commons on each, though the décor and fit-outs vary. The Central Commons on each level has a green carpet that resembles a lawn and a recessed blue ceiling that alludes to the sky. Used for non-traditional teaching, as well as social gathering and relaxing between classes, this space is fitted with built-in seating and a large white wall where children can draw or images can be projected. Kindergarten students get their own wing at one end of the floor and a commons with a raised platform on one side that can be used as a small stage. On the floor above, this wing is for eighth graders and its commons is lined on three sides with lockers that give the students a hint of the high school experience.

Gluck+ Creates a School as a Social and Spatial Crossroads | Architectural Record
9/7/23, 12:06 PM

https://www.architecturalrecord.com/articles/16441-gluck-creates-a-school-as-a-social-and-spatial-crossroads

View of learning hub classroom. Photo © Here and Now Agency/Paul VU

Hallways are lined with concrete-board wainscotting at the base and cork board above for pinning up materials. Clerestory glazing runs above the pin-up board, bringing in daylight from classrooms on the perimeter of the floor. To visually break the long corridors, Kaplan and his team articulated each classroom entry with a cut out above the door, a splash of orange paint, and a strip light. Designed during the Covid pandemic, the school's HVAC system employs one air unit for every two classrooms with a high-efficiency particulate air (HEPA) filter for each one.

CQA's students come from about 40 different countries and a broad range of racial, linguistic, and economic backgrounds. In turn, the architects designed interiors that would be flexible enough to accommodate different ways of teaching and learning. And by transforming the project's toughest constraints—the areas on each floor farthest from daylight—into social hubs, Gluck+ created a school that aptly expresses the demographic crossroads that is Queens.

R-05ac - Enrollment

(a) Enrollment Plan

Grade Configuration and District Alignment
As the student enrollment table below indicates, CQA II will replicate the elementary school enrollment plan from our first charter, starting with 100 scholars in Kindergarten and 100 scholars in first grade in August 2024. It will also move its middle school scholars in grades five through eight from CQA I to CQA II in August 2024. This middle school entry year is misaligned with the surrounding district in that the NYCDOE schools offer middle school starting in grade 6.

Beginning in August 2025 when CQA I will complete its elementary school growth, CQA I scholars who complete fourth grade will move to CQA II for fifth through eighth grade.

CQA II's fourth year will have completely enrolled a full K-4 program, becoming a full K-8 school with 900 scholars. In the fifth year, CQA II will then add an additional 100 seats in grade 5 to allow for the continuation of CQA I fourth grade graduates moving over to CQA II's middle school beginning with fifth grade.

The replication of CQA's K-8 grades will facilitate CQA's ability to open a high-quality high school to serve our scholars in the future, additional growth which we would also seek in future charter terms. We may also consider seeking to open a pre-Kindergarten program through NYCDOE based on a needs assessment and space planning.

Rationale
Due to the current enrollment patterns throughout New York City and our own challenging history of opening a middle school starting with grade five, we believe it is prudent to modify our original plans and open an elementary school first. This decision has been strengthened by our data.

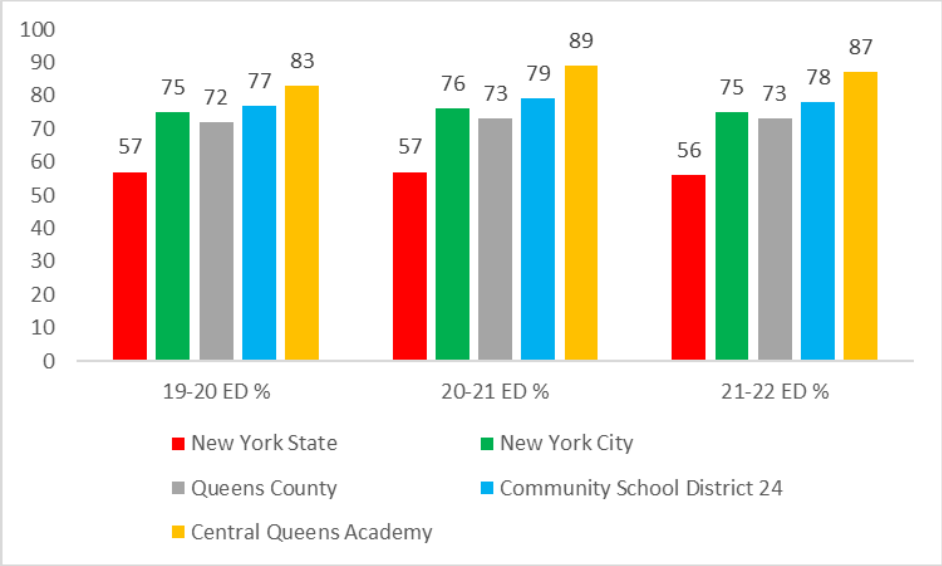
As we prepared to open the CQA I elementary school for the 2020-2021 school year, we received 564 applications for kindergarten and first grade. In the 2021-2022 school year, we received 861 applications for kindergarten through second grade. By April 1, 2023, we received 407 applications for 100 kindergarten seats. While so much of the charter sector in New York City is struggling with enrollment, CQA I's elementary school does not have that problem.

Our experience has shown that general student mobility and attrition patterns have resulted in about 6-7% student attrition rates at CQA over time. CQA backfills all grades and will continue this pattern in CQA II. We will also use the 20% "enrollment collar" offered by SUNY to adjust enrollment to balance out instructional and financial needs.

(b) Target Population Enrollment

CQA was founded with a special focus on increasing ELL academic achievement, and we will continue to offer a 30% admissions preference for ELL students in kindergarten. We will also replicate our current enrollment practices which have resulted in a high level of service to Economically Disadvantaged (ED) / FRPL first and second-generation immigrants and African-Americans. Annually, over 80% of CQA scholars are first or second-generation immigrants and historically we have enrolled a significantly greater percentage of economically disadvantaged students.

Chart 1. Comparison of CQA, CSD #24, Queens County, New York City, and New York State Enrollment of Economically Disadvantaged Subgroup



Because of the highly diverse and multilingual community we serve, CQA II's outreach to families will necessarily follow the established patterns and procedures we use at CQA, including the following:

- Multilingual outreach through mailings and social media communication
- In-person volunteer and paid outreach to preschool and pediatrician offices
- Continued communication with local youth-serving community-based organizations
- Information Sessions on-site to introduce CQA II with enrolled and alumni families

In addition to the above means, we also hope to engage some of our young alumni from CQA who will be in high school or college, to assist with outreach for CQA II. By doing so we can connect to new families in an impactful manner and also foster strong alumni connections through peer and community-based relationships and strategies.

(c) Student Enrollment Table

CENTRAL QUEENS ACADEMY CHARTER SCHOOL II											
2024-25 through 2028-29											
CHARTERED ENROLLMENT BY GRADE								If CQA II's charter is renewed			
GRADES	**LEVEL**	**2024-2025**	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**Age Range**	**2029-2030**	**2030-2031**	**2031-2032**
Kinder-garten	Elem. School	100	100	100	100	100	4-6	100	100	100
1st Grade	Elem. School	100	100	100	100	100	5-7	100	100	100
2nd Grade	Elem. School		100	100	100	100	6-8	100	100	100
3rd Grade	Elem. School			100	100	100	7-9	100	100	100
4th Grade	Elem. School				100	100	8-10	100	100	100
5th Grade	Middle School	100	100	100	100	200	9-11	200	200	200
6th Grade	Middle School	100	100	100	100	100	10-12	200	200	200
7th Grade	Middle School	100	100	100	100	100	11-13	100	200	200
8th Grade	Middle School	100	100	100	100	100	12-14	100	100	200
9th Gr	High Sc									
10th Gr	High Sc									
11th Gr	High Sc									
12th Gr	High Sc									
Ungraded										
TOTAL		600	700	800	900	1000		1100	1200	1300

R-5d - Admissions Policy

In keeping with CQA's deep interest in serving a highly diverse, multilingual and multi-ethnic community and our special interest in English Language Learners, CQA II will develop an admissions policy that uses the NYSED Weighted Lottery Generator to establish an admissions priority for the at-risk subgroup of ELL students residing in District 24. Given CQA's location and surrounding neighborhoods, we will seek to develop a 30% kindergarten admissions priority for ELL students residing in District 24. We will also offer enrollment priority to returning students from CQA I and CQA II, siblings of existing students and alumni, children of employees, and students residing in District 24. CQA II's admissions policy and lottery administration will comply in all respects with the New York State Charter Act and all other relevant legal guidelines.

CQA II will only run the NYSED Weighted Lottery Generator once each academic year and will seek authorizer and NYSED approval should the admissions policy change in any way. The school will not rollover the lottery waitlist from year to year.

Overview

CQA II will replicate CQA's existing elementary and middle grades programs that we have developed over our time serving our unique, highly diverse student population. All instructional strategies reflect our core belief that each of our highly diverse learners deserves highly differentiated instruction. Thus, our curriculum draws from a variety of instructional methods and pedagogical approaches to ensure that each student's needs are met at CQA in the general classroom. We also provide supplemental services in the form of academic intervention and enrichment services.

Curriculum

(a) Curriculum Selection

CQA's curriculum is the backbone of our academic program. CQA's curriculum is based on New York State and Core Curriculum Standards. CQA has developed a curriculum framework for each core subject area from fifth through eighth grades over our seven years of operation. English language arts (ELA) and mathematics have been aligned with the Common Core State Standards (CCSS), in recognition of the adoption by New York State of those standards. CQA has aligned our social studies curriculum with the New York State standards and our accelerated science program is driven by a combination of NYS, as well as Next Generation Science standards. Additionally, we have designed ELA and mathematics support classes throughout the grades that we call Interdisciplinary Studies.

CQA will continue to replicate our standards-based curricular frameworks along with our 4-pronged *Overarching Beliefs*: (*Caring and Competent Teachers, More time in School, Social and Emotional Learning, Importance of Enrichment*). Over CQA's first eleven years of operation, these beliefs have shaped our key instructional strategies, resulting in the adoption of our *10 Key Instructional Strategies*:

1. ***Increased focus on literacy-*** *We understand that bridging the literacy gap is a primary lever to transformational change for our scholars and families. In addition to extended learning time, CQA is tenacious about maximizing our time and attention to bridge that gap. We provide twice as much English language instruction in each day, literacy intervention courses, novel studies, tutoring, office hours, and as much small group instruction as we can.*
2. ***Inquiry-driven curriculum-*** *We drive to trigger curiosity within our scholars as a tool to increase intellectual engagement. We design truly open-ended questions, allow scholar developed questions to thrive, research topics in class, have scholars present their findings or hypotheses, and push scholars to reflect on their process.*
3. ***Flexible small-group instruction (SGI) integrated daily-*** *We use real-time data to understand exactly what each scholar knows and does not know. Armed with that data, teachers pull small groups to address specific hurdles within the context of the learning, thereby targeting the individual*

needs of their scholars.

4. ***Data-driven instruction based on cumulative and real-time data-*** *Keeping track of the skill level and understanding of every scholar within the lesson AND over time as skills amass and intertwine is essential to our success. Within a lesson, teachers use targeted checks for understanding (CFU's) to identify the specific lesson elements that may be difficult for individuals. Additionally, we use cumulative assessments that isolate and code every skill and standard. This information allows us to effectively and efficiently target our interventions.*
5. ***High academic standards-*** *Our scholars understand that academic achievement is a core value at CQA. It's clear to all that the standards are high (minimum passing score of 70%) and that we will allow nothing to interfere with their learning.*
6. ***Build foundational and critical thinking skills-*** *There is a large amount of base curricular knowledge that our scholars need to master to succeed in competitive high schools and college. Our team designs a scaffolded approach through the successive years to build that base. In addition, we recognize the importance of critical thinking skills of all scholars. We use an inquiry-based and student-centered learning lesson design to push our scholars' critical analysis and design thinking skills.*
7. ***Clearly articulated standards that focus on growth-*** *We understand that scholars learn best when the goals, objectives, and standards are laid out in a clearly communicated design. Our faculty build their curricula backwards mapped using the NYS frameworks as the central focus. We communicate each day's objective with scholars and we assess specific understandings and skills often. The increased frequency allows us to analyze growth patterns over time and adjust as needed.*
8. ***Commitment to academic performance accountability-*** *CQA is a NYS public charter school authorized by the SUNY Charter Schools Institute. As such, we are held accountable primarily for the academic performance of our scholars. We believe in this accountability and while other factors are integral to the development of a child, it is the academic growth of every child that our jobs begin and end with.*
9. ***Concerted investment in relationships-*** *Relationships are a core pillar in all the work that we do at CQA. We believe that scholars don't care what you know, unless they know that you care. We work continuously to build and strengthen relationships as a key lever to fulfilling our mission. This focus extends beyond scholars to families and staff.*
10. ***Commitment to continual professional development for all staff-*** *CQA is committed to helping staff master their craft. Frequent and targeted pedagogical and curricular feedback is its key mechanism. Teachers generally receive 6-8 written observations each year along with bi-weekly coaching sessions. Additionally, we spend over 70 hours a year in focused professional development.*

CQA has created a comprehensive curriculum that is academically rigorous, based on assessment goals, tailored using actual data, and built specifically to address individualized scholar needs by prioritizing differentiated instruction to hit their zone of proximal development, so as to promote maximum achievement for every learner.

After careful research, practice and consideration, the instructional leadership team has decided that CQA will continue with the following curricular programs for the four core subjects of English language arts, mathematics, science, and social studies:

Grades K-4

- ELA- Combination of…
  - CKLA
  - EL Education ELA
- Math- Combination of…
  - Context for Learning
  - CGI
- Science- Amplify
- History/Social Studies- CQA home -grown units of study

Grades 5-8:

- ELA- Combination of Engage NY and CQA home-grown units of study
- Math- Engage NY
- Science- Pearson Interactive Science
- History/Social Studies- McGraw-Hill Network Discovering Our Past

In addition to the four core subjects, the team has decided to continue using the following curricular programs in our supplementary and intervention courses:

- The Fountas & Pinnell Leveled Literacy Intervention System (**LLI**)
- SPIRE
- Wilson
- Kumon
- UFLI (University of Florida Learning Institute)
- Common Lit

Each of these programs has had proven positive results in academic achievement in New York City as well as the state, and has proven successful with our target population in CQA's initial charter school. Furthermore, the instructional leadership team is aware that no program is perfect and therefore, each program will continue to be supplemented by materials carefully selected by the School Director, Principals, their instructional leadership teams, and the teachers working in consultation and driven by analysis of academic achievement and growth data. These additional resource materials will allow teachers to ensure that all of the essential standards in the curriculum framework are adequately met, that literacy is taught across the content areas, and that teachers can engage in inquiry-based and student-centered planning.

Each team has developed pacing guides that account for differentiated learning and scaffolded instruction for at-risk students, including the diverse population of English language learners from Central Queens, students with disabilities, and students below, at, and above grade level. The pacing guides suggest scaffolded techniques for students who may need additional support but are not technically at-risk. Finally the guides offer additional instructional materials and tools for advanced students aligned to either develop a more in-depth understanding of the Next Generation Standards, or aligned to more advanced standards. The pacing guides reflect the types of skills listed in Bloom's Taxonomy

to ensure that all students receive the types of support to gain mastery over the standards.

Given the curriculum resources and instructional materials, teachers select, create, or modify their own lesson plans and units to reflect the types of students that are in the classroom and the kind of support that each will need. This planning is done in consultation with the instructional coaches (principals, AP's, and deans) in weekly meetings.

(b) Assessment System

CQA II will acquire, adopt and use local, state and/or national instructional improvement systems (curriculum selection and revision, formative and summative assessments, student data analysis linked directly to well resourced systems to support teacher instructional practices, etc.) to provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, overall effectiveness, and raise student achievement with the students they seek to serve.

We believe that while assessments are a natural part of the learning process, they are not the reason for education. The point of learning is not assessment for assessment's sake; we will not teach to the test. Rather, assessments are a tool to help students on their journey to lifelong learning.

Students at CQA II, like their peers in CQA I, will learn that assessments come in many different forms and that evaluation of what one knows is an important part of making sure that one has learned what one is supposed to know. Through CQA's program, students will focus on gaining a deep understanding of the Next Generation Learning Standards (NGLS) and New York State Standards (NYSS). We will also teach students how to adapt to new assessments by focusing on the content and skills demanded of them through rigorous and transparent standards, and that test-taking skills are a specialized skill unto themselves.

We will administer regular assessments that are unit-based or lesson-based, teacher-created, commercially developed, previously administered state assessments, and culminate in New York State assessments. CQA II will develop teacher-designed assessments by completing a deep analysis of its alignment to New York State Standards (rather than that of content covered). This analysis will continue throughout our schools. In addition, CQA II will use assessments that are formative, to help students learn what they need to learn, and summative, to measure students' growth over baseline.

Assessments will be integrated into the school's routine. Whether they are *Checks For Understanding* (CFU's) within lessons, quizzes or project-based assessments after multiple lessons, unit tests (given a minimum of two per quarter), or Interim Assessments (used to BOTH measure growth over time on NYS Standards AND serve as a diagnostic tool to identify individual student needs and strengths disaggregated by standard), they will be a seamless part of the fabric of the school.

New York State Assessments

CQA will continue to administer all assessments required by the New York State Regents of New York State public schools. These include the New York State Assessments for

Mathematics and ELA for grades 3 through 8, and the NYSESLAT and LAB-R for English Language Learners for grades K through 8. CQA will continue to administer the NYS Earth Science Regents assessment and the NYS Algebra 1 Regents assessment in grade 8 for ALL scholars. All students, including students with disabilities and English Language Learners will continue to take all assessments mandated by New York State. If students with disabilities are exempt from the regular New York State assessments as dictated by the Individualized Education Program (IEP) developed by the Committee on Special Education (CSE) of the students' district of residence, then such students shall take the New York State Alternative Assessment (NYSAA) as required by law.

In-class Assessments

CQA has a variety of formative and summative assessments that teachers use in the classroom to measure student mastery of the standards as measured against the curriculum framework. These assessments will continue to be designed using the curriculum framework, scope and sequence and pacing guides, and carefully aligned to the New York State Standards and Next Generation Learning Standards. At CQA, we mandate that teachers incorporate daily CFU's in addition to a middle school minimum quizzes to test/exam/unit assessment ratio of 2:1. In doing so, we increase teachers abilities to identify skill or content understanding deficiencies early, attack them with small group instruction, and reassess for mastery. All of these assessments are either created by teachers, or compiled and modified using the assessment resources in the prepackaged curricula, supplemental resources, or nationally-normed assessment repositories. In either scenario, instructional coaches review and provide feedback and learning supports where needed.

At CQA informal assessments are used daily (homework, short writings, google forms, Plickers, learning logs, and journals) by teachers to guide their path within a lesson or objective. While some do have measurable outcomes, they are primarily used to determine whether a student is engaging with and understanding the material so that teachers can determine whether or not to use additional scaffolded instruction.

CQA has and will continue to strive to create authentic assessments where possible that are both meaningful and fun for both formal and informal assessments. Traditional assessments are necessary for students to become familiar with the skills involved in taking traditional assessments, but authentic assessments allow students to use the higher-level skills of Bloom's taxonomy. Authentic assessments can also be meaningful for students and help them to build skills that they may use professionally.

Literacy Assessments

Because CQA has an increased focus on literacy, we find it imperative to track each scholar's literacy growth over time. In doing so, CQA utilizes the following literacy based assessments:

1. STAR Reading Enterprise Assessment are nationally recognized and award winning computer-adaptive tests designed to give schools accurate, reliable, and valid data quickly so that they can make good decisions about instruction and intervention. It provides a full analysis of current student grade-level proficiency. A holistic *GLE* (grade level equivalency) is reported as well as a standard by standard breakdown for each scholar.

2. *STEP Assessment Running Record and Comprehension Tool* is a comprehensive research-

driven instructional formative assessment tool that is aligned with the Science of Reading. Developed at the University of Chicago, it bridges the gap for students between phonological awareness and comprehension. CQA uses the STEP™ Assessment Kit to assess students at multiple points across the year to determine current achievement and instructional needs as they progress across 19 distinct developmental levels in reading proficiency equivalent to Kindergarten through 5th grades.

Technology and Assessments

CQA has, and will continue to build its technology-based assessment toolkit. We have continually been able to leverage technology to effectively amass, organize, and analyze our student data to provide stakeholders (students, teachers, parents, staff, and administration) with the necessary metrics to guide next steps. Some of the most useful technology platforms CQA has amassed to support its assessment program:

- Gathering data-
    - STAR Reading Enterprise Assessment
    - IXL- math diagnostic
    - IXL- ELA diagnostic
    - Plickers
    - Google forms for Do Nows, CFU's, and quizzes
- Organizing and Analyzing data-
    - Gradecam
    - STEP Assessment data collection toolkit
    - Microsoft Excel
    - Power School Performance Matters

Use of Assessment Results at CQA

With Students
Informal assessment results at CQA are what guide our SGI (small group instruction). Teachers track these results throughout the lesson, day, or week, and use that information to pull small groups based on standard/skill deficiency or mastery. SGI occurs within the lessons throughout the week, at breakfast, at lunch, during skills blocks, or designated CORE time block. This SGI time is used to scaffold down for struggling learners as well as up for scholars that need to be pushed more deeply.

Scholars also use assessments to gauge their own learning and check if they are meeting the goals that they have set for themselves. They monitor their own progress toward mastering the standards that the teachers have clearly and transparently laid out using Powerschool, CQA's chosen online system. And if not, they ask for supports and tools that might help them to master those standards. During small group CORE Time/ Skills Block, we work with students to analyze their assessments and to be reflective about their learning. We also work with scholars to understand why they got something wrong, or why they didn't quite show mastery in a particular skill, and try to correct for the future.

Formal assessments are used in two ways at CQA, diagnostic and summative. Our Interim Assessments (IA) serve that dual-functionality. CQA administers IA's multiple times throughout a year. Rather than testing only skills and content covered to date on IAs, CQA instead includes the entire year's standards on each and every assessment. The fall IA serves as a baseline. The winter IA is used as the key diagnostic heading into CQA's test-preparation module. The spring

IA then allows us to gather and analyze an apples-to-apples growth measure over time for each scholar.

Since every question on the IAs correlates to a standard, we are also able to disaggregate the data by skill, scholar, class section, intervention group, etc. Similarly, the STEP reading assessment as well as the STAR Reading Inventory are used to monitor growth in literacy multiple times throughout the year.

Teachers are able to easily use disaggregated data reports created by administration. The reports not only color code the scholars that struggled on particular standards, but also identifies the scholars during each period of daily instruction that need support on a particular standard during SGI. The IXL math and ELA diagnostics are used similarly with CQA's scholars. While the reports do produce a specific grade level equivalency, CQA uses the report breakdowns for each scholar disaggregated by skill area (numbers and operations, algebra, fractions, measurement, etc.) Again, teachers consult with their coaches and these reports to guide their SGI.

Our system has produced insightful results in that CQA has consistently seen a close correlation between the results on our IAs and the scholars' results on the NYS math and ELA Assessments.

With Teachers

At CQA, assessments are also used to gauge the effectiveness of our curriculum and teaching so that we can address areas that need improvement through professional development. Assessments are also a part of the teacher evaluation process for deciding whether teachers are meeting their expectations, when teachers need professional development intervention, and when more extreme measures are necessary. Teachers meet with their instructional coach to review student data quarterly. The goal is to confirm that grades accurately reflect standards mastery. When the data shows that scholars are not making the growth goals set, together the instructional team analyzes the data paired with the implementation of the pedagogical protocols to identify the core issue to rectify.

Other Stakeholders

At each board meeting, the School Director reports on the state of the school and how students are progressing. The School's Board of Trustees uses its Education Accountability Committee to analyze data results from the assessments and decide whether the school is aligned to the goals stated within its Accountability Plan. If students are not meeting expectations in assessments, that may be a sign that the School Director and the Principal may be off track or need additional resources, training, and/or guidance to provide supports to teachers and students. Assessments may also indicate more systemic problems that require the Board of Trustees to inquire into, such as the effectiveness of the after school programming.

CQA parents have continual access to Information on student performance data. In addition to online access and regular performance reports, parents also have direct access to their child's teachers and advisors (middle school) to monitor academic progress or the lack of it. Parents are encouraged to work closely with the teachers and advisors to discuss ways in which they can provide supports at home, possibly in the form of more attention to homework or reading to their child (even in their native languages). Assessments provide families with an objective measurement of academic accountability from the school.

6c. Instructional Methods

Overview

At Central Queens Academy Charter Schools, we believe that students learn in different ways and need differentiated instruction. Teachers use a variety of instructional methods and pedagogical approaches to ensure that they reach all of the students at CQA in the general classroom, through supplemental services, through its robust academic intervention program, and its enrichment services.

While CQA only hires highly-qualified, certified, and engaged teachers with their own specialized skills and styles, CQA expects teachers to adhere to our **10 Key Instructional Strategies** (see *section 6a*) that have proven successful with our current student population. Moreover, teachers are primary role models for CQA's culture and are therefore responsible for teaching students in a way consistent with our core values of

(1) **C**aring for the Community
(2) **Q**uality of Character
(3) **A**chievement Through Academics

Consistency Across Classrooms

Every teacher follows a basic structure in their planning in order to promote consistency across the classrooms. The general framework for lessons is based on these five key components, based on the models of several high performing urban charter schools. Teachers are expected to:

(1) Set clear content goals and language goals, which may include an overview of the lesson, essential questions, or key vocabulary words. Teachers will also make it clear what students need to **know** vs. what they need to **understand** vs. what they need to **do**;
(2) Have a DO NOW or hook to engage the class and maximize instruction;
(3) Launch the class activity, which may include guided instruction, modeling, and independent practice, and other strategies for teaching. It is here, that teachers must utilize their strategies for *Checks for Understanding* (CFU's) as well as *small group instruction* (SGI);
(4) Closure to the lesson, which is a review of the content, skills, and hints/reminders/resources as they relate directly back to the stated objective of the lesson.
(5) Prepare an exit ticket, which may include written reflection or quick check for understanding. Exit tickets give feedback to students, informs instruction the next day, can offer information as to how to support struggling students, and are aligned to summative assessments.

Teachers and instructional coaches evaluate the lesson plans using this framework. They also evaluate the lesson plan by asking what went well, what went poorly, and how the lesson could be improved.

Students Are Held To High Expectations

CQA teachers hold all scholars to high expectations. Our techniques, influenced by leading thinkers such as Doug Lemov, include pushing all students to think about all questions by the teacher. CQA teachers don't allow students to opt out of answering questions, and teachers avoid hands-raised question and answering methods that fail to engage all students in all

questions. The use of mini-whiteboards and *PLICKERS* are two examples of this technique. When necessary for scholars, teachers use scaffolding techniques to support scholars understanding of the question or the multi-step thinking that the task calls for. At CQA, we don't stop at surface level questioning. Instead we push through the multiple levels of Bloom's Taxonomy using multiple follow-up questions. And teachers do not apologize for having high expectations, but rather show students that they believe in their abilities.

The National Council of Teachers of English also recommends that teachers have high expectations of their English language learner students and engage them with challenging content materials. CQA's mixed use of *Structured English Immersion* and a *Sheltered English Instruction* model sets high expectations for ELLs since they are taught in the general education classroom with their native English-speaking peers. (*See Section 8c*)

Lessons And Units Will Have Standards That Are Clear And Transparent

The curriculum has been developed with an eye towards alignment with the Next Generation and the New York State Standards and Core Curriculum. Teachers know these standards and plan units and lessons accordingly, and with a focus on assessing progress on those standards. Since the standards enumerated by the NextGen and the NYS Standards are not easily accessible for scholars, CQA teachers unpack these standards into student-friendly statements that can be used as benchmarks or goals for students to understand, and which are articulated in writing. Teachers are transparent about how students will be assessed, which may mean describing the interim assessments, explaining what students are expected to **know** and **understand** for tests or other assessments, and teaching the skills necessary for students to know what to **do** on those assessments. Teachers regularly implement review days on which students work through the goals and benchmarks, and re-teach concepts that the entire class did not "get."

While all students benefit from clear and transparent goals, at-risk students (such as English Language Learners) benefit in particular. Linguistic and cultural barriers can make it more difficult for ELLs to make inferences about expectations and goals that students who have more native proficiency in English are able to. Similarly students with disabilities may also not be capable of making the proper inferences about hidden goals and expectations. Having clear and transparent measures aligned to goals, however, takes away this guesswork from all students, and makes clear what the objectives are so that all students, including those at-risk, can see where they are and where they need to go.

Focus On Literacy Goals

Students can make connections when they can verbalize them. Focusing on literacy in all content areas allows our students to put their thoughts into words, and then allows them to make the connections that are necessary to give meaning to their learning. Using Bloom's taxonomy, we can see how a focus on literacy in all content areas can improve learning. Students remember better when they can put it into words. They can show their comprehension and understanding of material if they can explain what they have learned. For example, in math, a student is much more likely to learn the process for division of fractions if she is able to verbalize the concept behind parts of a whole. Application of knowledge, which requires solving problems or making connections, requires literacy in order to put knowledge into practice. Word problems and number stories in math are a classic example of application of knowledge. The end goal is that students can take real problems in their lives or work that they can translate into math problems and solve.

On the higher order of the Bloom's taxonomy, students require literacy in order to analyze concepts, problems, and materials. A student in science needs to be able to verbalize what happened in an experiment, what facts he can derive from the outcome and what inferences can be made about future outcomes. Synthesis and creation also require literacy. A science student who can design an experiment shows more understanding than one who can only analyze the experiment. That student, however, needs to be able to explain in words how that newly created experiment works. Finally, evaluation is the pinnacle of Bloom's taxonomy. Students need to be able to understand the values that allow for making decisions about knowledge. Focusing on literacy will teach students how to think critically and analyze what they are learning so that they can gain mastery of each of the skills on Bloom's taxonomy.

At CQA, we have worked to develop the pedagogical skills of designing lessons that are student-centered and inquiry-based. Teachers are encouraged and guided to use literacy strategies that work effectively with urban populations as well as with ELLs:

- Read Alouds
- K-W-L Charts
- Graphic Organizers
- Cognitive Guided Instruction
- Imaginative Number Stories
- Focused Vocabulary Instruction
- Writing to Learn
- Close Reading Annotation
- Reciprocal Teaching

These strategies are routinely implemented across classrooms and have different benefits. Read alouds let students hear fluent reading and can help to build vocabulary. K-W-L charts are based on the questions "What do you know about this topic," "What do you want to know about this topic," and "What have you learned about this topic." This helps students make connections to what they know, be active in the learning process, and reflect on what they have learned. Graphic organizers are helpful for giving students a visual representation of what they have learned and also for making connections. Cognitive Guided Instruction and Writing to Learn helps students to inquire, clarify, and reflect on the content, and it allows them to work on the metacognitive skills necessary to have a deeper understanding of the material. Close Reading Annotation helps students organize their reading and develop good study habits for focus and reflection. Reciprocal teaching helps students to read in groups and develop their group skills for coming to a better understanding of the material by predicting, questioning, clarifying, and summarizing. Teachers model how to use reciprocal teaching and help students to focus on the habits of discussion.

At CQA, we also emphasize vocabulary. Research shows a strong relationship between vocabulary size and reading comprehension level; moreover, that relationship grows stronger as students progress through school (Snow, Porche, Tabors, & Harris, 2007). To combat this, all content areas include a focus on vocabulary acquisition using pedagogical strategies that range from new word small group discussions to vocabulary enrichment intervention.

Writing is expected in every classroom. This ensures that students have adequate opportunities for using their words to explain and apply their learning. Such writing helps students to verbalize what they comprehend or what is difficult about the material. Some other examples of writing exercises that teachers use in the classroom and for homework are:

- Personal writing, including traditional journals, memoirs, learning logs, web logs
- Factual writing, including lab reports, articles, Wiki entries, and research papers
- Opinion and argumentative writing, including essays and editorials
- Speech and presentation writing, including speeches and powerpoint slides
- Creative writing, including short stories, poems, and historical fiction
- Short writing, including twitter entries, letters to the editor, and number stories
- Document-based-question (DBQs) analysis
- Evidence-based claims

Teachers use various interdisciplinary planning methods to ensure that students use literacy techniques to make connections across content areas. For example, a student learning about the mathematical concept of a pyramid might develop a greater understanding and appreciation for learning about Egyptian pyramids in history if they could make the connection between the uses of the word “pyramid” in both contexts. Also, history has lessons about economics that can be incorporated into number stories. Instead of using abstract ears of corn to teach multiplication or division, teachers can incorporate the maize that Mayans planted that were found in the New World and brought back to Europe.

Literacy and interdisciplinary planning across the curriculum helps students derive meaning and draw connections. The focus on literacy can also be extremely helpful to students with disabilities and ELLs who need more help verbalizing their thoughts and drawing meaningful connections that may not be immediately culturally relevant. ELLs may have had different educational practices in their home countries, and allowing interdisciplinary planning will help them to utilize strengths from various subjects to help them learn in other subjects.

Teachers Use Varied Pedagogical Methods And Differentiated Instruction

Teachers at CQA factor the various learning styles and needs of students into how they teach their classes. Teachers use a wide range of instructional methods in the classroom that allow students to actively participate in class and be engaged, and to provide them with the skills to excel in the varied forms of assessment. These instructional methods also prepare students to be ready for the challenges they face in high school and college.

CQA has chosen each of the different curricula because they use different pedagogical techniques that focus on the student as the driver of their education. For example, we use EL Education in literacy because it focuses on reading and writing as a process that is learned in stages, and uses a constructivist workshop model that is based on a student’s own experiences.

We understand that basic antiquated math drilling and long lists of word problems does not move the needle on growing the conceptual understanding of mathematics for diverse populations of learners. In elementary school, *Contexts for Learning,* instead builds units that foster depth of understanding within the contexts of children’s lives. Then, in the *CGI* portion of the day, scholars work together to practice real-life problem solving. The structure builds on learners' intuitive problem solving instincts to attack the rigorous math concepts. In middle school, The Engage NY Math curriculum, designed by Expeditionary Learning uses pedagogy that is project-based and scaffolded throughout multiple modules of learning, and focuses on mathematical problem solving.

The Pearson Interactive Science curriculum is guided by experimental questioning and lab-based activities for students to absorb the concepts through “doing” and then unpacking the

learning within. The work is heavily group-based, requires students to engage in discussions and reflective thinking, and teaches students to draw conclusions based on evidence.

The Discovering our Past middle school social studies curriculum also uses multiple intelligences to teach students social studies. The materials use graphic organizers to help organize key ideas and help students understand the connections and logic of what they read. Students engage in visual discovery to understand key concepts. Students:

- engage in authentic experiences to relive history and connect their experiences to key concepts and events.
- have writing assignments that allow them to discuss complex issues, play a historical role, or develop an opinion or argument.
- use their experiences to help inform their writing and that will be memorable and meaningful to write.
- work in pairs or small groups on specific skills-based tasks such as mapping, graphing, identifying perspective, discussing questions, solve problems, and interpreting primary sources.

All of these learner-centric instructional methods help students to use their higher order thinking skills on Bloom's taxonomy that they may need in the future to solve real life problems in the workplace and in their lives. Since the activities are more engaging and require students to be more active, learner-centric instructional methods tend to be more fun and meaningful for students.

At CQA, teachers rarely use teacher-centric instructional methods such as lectures. When necessary, they do use explicit teaching, or demonstrations to model what mastery looks like. When these methods are needed, teachers limit this teacher-centric technique to a small 8-10 minute window followed by students interacting with the new knowledge. Though they may use drill and practice exercises to give students a sense of accomplishment about using their memory to recall facts or memorize vocabulary words, a more effective approach is through the use of centers where students can practice the skills as a part of a larger task to accomplish.

With enough variation in the curriculum, CQA teachers engage students in ways that are not boring, and lead them to meet higher expectations. All of these instructional methods can also be used as formative assessments when the teachers make sure that the outcomes are measurable and that they inform teachers as to what else needs to be covered or re-taught, and that they directly connect to meeting and exceeding state performance standards.

Teachers Use Scaffolding To Guide Students To Independent Mastery

Teachers at CQA use teacher-guided scaffolding techniques to help students in the classroom to master the explicitly stated standards. Scaffolding may take the form of individualized attention during independent work times. This may also take place with or without the help of push-in support from Learning Supports specialists (Special Education and AIS staff). For example, a teacher may provide more guidance during SGI exercises, when one team of students may need more of the teacher's help (e.g., figuring out how to solve for the hypotenuse of a right triangle), while other groups are more proficient and self-sufficient. Teachers regularly model what mastery looks like and what they expect students to be able to do. Teachers then ask guiding questions to help students think through the process with cues.

When teachers use SGI strategies, they use the data collected in informal assessments to arrange groups into heterogeneous skill levels. Sometimes the students with more mastery

may help students with less mastery. This helps students in two ways: (1) it provides extra support for students who need more guidance in a way that encourages cooperation and peer learning; (2) it allows students with greater mastery to reinforce their own learning, practice a higher order skill on Bloom's taxonomy, and help those students develop more confidence to take on even harder challenges.

CQA also utilizes pull-out techniques within each day (CORE Time/Skills Block). In the elementary school, each morning includes a 45-minute skills block that includes homogeneously grouped scholars sectioned by particular skill deficiency. The middle school includes two blocks each day that allows teachers and interventionists to pull small skill-based homogeneous groups for scaffolding, support, and alternate instruction. The goal is to give students the guidance to handle the challenges and high expectations involved in working on independent projects such as research projects and term papers. These help students develop a sense of self-confidence and self-sufficiency. Independent projects with scaffolding also provide advanced students opportunities to take on greater challenges with additional guidance from teachers.

Special Education Program

CQA uses an ICT (Integrated Collaborative Teaching) model as its tier of support for scholars with IEPs. ICT scholars at CQA are educated with age-appropriate peers in the general education classroom. ICT provides access to the general education curriculum and specially designed instruction to meet students' individual needs, using any of the following proven effective methods:

1. **Team Teaching**: Both co-teachers deliver instruction to the whole group at the same time.
2. **One Teach, One Observe**: While one teacher leads the lesson, the co-teacher collects specific data about the students, the co-teacher or the environment.
3. **Station Teaching**: Teachers divide content and students. Three groups of students rotate through three stations in which they work on non-hierarchical activities.
4. **Parallel Teaching**: Two co-teachers teach the same content to separate groups simultaneously.
5. **Alternate Teaching**: One teacher works with the large part of the class while the co-teacher works with a smaller group.
6. **One Teach, One Assist**: one teacher leads instruction while the co-teacher circulates providing unobtrusive help as needed.

Additionally, each ICT specialist has access to the CORE Time/Skills Block to work with ICT scholars on their own specific IEP goals. This time may be used to support the teaching of specific IEP goals, or it may be used to assess and monitor progress.

(d) Course Overviews

Middle School

Math:

In the 2019_2020 school year, CQA made the leap to an Algebra 1 Regents for all 8th grade scholars path. In doing so, the math curriculum at CQA has been backwards mapped directly from the NYS Algebra 1 curriculum. The single period daily math block is paired with a block of STEM, an application-based class for scholars to apply the skills that they are learning in math to real world or tactile problems. Supporting the curriculum are the following resources:

- Math In Focus (grade 5 only)
- Engage NY Math

- Ready NY (Test Preparation)
- Rally NY (Test Preparation)
- IXL Math- computer-based practice, support, and diagnostic tool

Essential Summative Assessments in the program are as follows
5th grade:
- IAs (2/yr), NYS 5th grade Math Exam
- IXL Diagnostic (4/yr)

6th grade:
- IAs (2/yr), NYS 6th grade Math Exam
- IXL Diagnostic (4/yr)

7th grade:
- IAs (2/yr), NYS 7th grade Math Exam
- IXL Diagnostic (4/yr)

8th grade:
- IAs (2/yr), NYS Alg 1 Regents Exam
- IXL Diagnostic (4/yr)

Below please see the four-year matrix…

Grade 5:

Domain	Essential Understanding	Standard	Description	Performance Indicator
Operations and Algebraic Thinking	Write and interpret numerical expressions	**NY-5.OA.1**	Apply the **order of operations** to evaluate numerical expressions	6 + 8 ÷ 2, (6 + 8) ÷ 2 *Note: Exponents and nested grouping symbols are not included
		NY-5.OA.2	Write **simple expressions** that record calculations with numbers, and interpret numerical expressions without evaluating them	Express the calculation "add 8 and 7, then multiply by 2" as (8 + 7) × 2. Recognize that 3 × (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product
Operations and Algebraic Thinking	Analyze patterns and relationships	**NY-5.OA.3**	Generate two **numerical patterns** using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane	Given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so
Number and Operations in Base Ten	Understand the place value system	**NY-5.NBT.1**	Recognize that in a multi-digit number, a digit in one place represents **10 times** as much as it represents in the place to its right and **1/10 of** what it represents in the place to its left	

		NY-5.NBT.2	Use whole-number exponents to denote powers of 10. Explain **patterns in the number of zeros** of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10	
		NY-5.NBT.3	Read, write, and compare **decimals to thousandths**	
		NY-5.NBT.3a	Read and write decimals to thousandths using base-ten numerals, number names, and **expanded form**	*47.392 = 4 × 10 + 7 × 1 + 3 × 1/10 + 9 × 1/100 + 2 × 1/1000 *47.392 = (4 × 10) + (7 × 1) + (3 × 1/10) + (9 × 1/100) + (2 ×1/1000) *47.392 = (4 × 10) +(7 × 1) + (3 × 0.1) + (9 × 0.01) + (2 × 0.001)
		NY-5.NBT.3b	**Compare two decimals** to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons	
		NY-5.NBT.4	Use place value understanding to **round decimals** to any place	
Number and Operations in Base Ten	Perform operations with multi-digit whole numbers and with decimals to hundredths	**NY-5.NBT.5**	Fluently **multiply** multi-digit whole numbers using a standard algorithm	
		NY-5.NBT.6	Find whole-number **quotients** of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	*Students should be taught to use strategies based on place value, the properties of operations, *and* the relationship between multiplication and division; however, when solving any problem, students can choose any strategy. * Students should be taught to use equations, rectangular arrays, and area models; however, when illustrating and explaining any calculation, students can choose any strategy.

		NY-5.NBT.7	Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations: **add and subtract decimals** to hundredths; **multiply and divide decimals** to hundredths. Relate the strategy to a written method and explain the reasoning used	*Students should be taught to use concrete models and drawings; as well as strategies based on place value, properties of operations, *and* the relationship between operations. When solving any problem, students can choose to use a concrete model *or* a drawing. Their strategy must be based on place value, properties of operations, or the relationship between operations. *Division problems are limited to those that allow for the use of concrete models or drawings, strategies based on properties of operations, and/or the relationship between operations (e.g., 0.25 ÷ 0.05). Problems should not be so complex as to require the use of an algorithm (e.g., 0.37 ÷ 0.05)
Number and Operations—Fractions	Use equivalent fractions as a strategy to add and subtract fractions	**NY-5.NF.1**	**Add and subtract fractions** with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators	
		NY-5.NF.2	***Solve word problems** involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. *Use **benchmark fractions** and number sense of fractions to estimate mentally and assess the reasonableness of answers.	
Number and Operations—Fractions	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	**NY-5.NF.3**	*Interpret a **fraction as division** of the numerator by the denominator (a/b = a ÷ b). *Solve **word problems** involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	*Interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. *using visual fraction models or equations to represent the problem. *If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
		NY-5.NF.4	Apply and extend previous understandings of multiplication to **multiply a fraction** or whole number by a fraction	

		NY-5.NF.4a	Interpret the **product** a/b × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b	
		NY-5.NF.4b	Find the **area** of a rectangle with fractional side lengths by tiling it with rectangles of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas	
		NY-5.NF.5	Interpret multiplication as **scaling** (resizing)	
		NY-5.NF.5a	**Compare** the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication	In the case of 10 × ½ = 5, 5 is half of 10 and 5 is 10 times larger than ½
		NY-5.NF.5b		
		NY-5.NF.6	Solve **real world problems** involving **multiplication** of **fractions** and **mixed numbers**	using visual fraction models or equations to represent the problem

		NY-5.NF.7	Apply and extend previous understandings of **division** to divide unit fractions by whole numbers and whole numbers by unit fractions. *Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement until grade 6 (NY-6.NS.1)	
		NY-5.NF.7a	**Interpret division** of a **unit fraction** by a non-zero whole number, and compute such quotients	
		NY-5.NF.7b	**Interpret division** of a **whole number** by a unit fraction, and compute such quotients	
		NY-5.NF.7c	Solve **real-world problems** involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions	
Measurement and Data	Convert like measurement units within a given measurement system	**NY-5.MD.1**	**Convert** among different-sized standard measurement units within a given measurement system when the conversion factor is given. Use these conversions in solving multi-step, real world problems	*All conversion factors will be given *Grade 5 expectations for decimal operations are limited to work with decimals to hundredths
Measurement and Data	Represent and interpret data	**NY-5.MD.2**	Make a **line plot** to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Given different measurements of liquid in identical beakers, make a line plot to display the data and find the total amount of liquid in all of the beakers

Measurement and Data	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	**NY-5.MD.3**	Recognize **volume** as an attribute of solid figures and understand concepts of volume measurement	
		NY-5.MD.3a	Recognize that a cube with side length 1 unit, called a "**unit cube**," is said to have "one cubic unit" of volume, and can be used to measure volume	
		NY-5.MD.3b	Recognize that a solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* **cubic units**	
		NY-5.MD.4	**Measure volumes** by counting unit cubes, using cubic cm, cubic in., cubic ft., and improvised units	
		NY-5.MD.5	Relate volume to the operations of multiplication and addition and solve **real world** and mathematical problems **involving volume**	
		NY-5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by **multiplying the edge** lengths, equivalently by multiplying the **height by the area of the base**	
		NY-5.MD.5b	Apply the **formulas** $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems	
		NY-5.MD.5c	Recognize **volume as additive**. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems	

Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems	**NY-5.G.1**	*Use a pair of perpendicular number lines, called axes, to define a **coordinate system**, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. *Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.	*x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate
		NY-5.G.2	Represent real world and mathematical problems by **graphing points in the first quadrant** of the coordinate plane, and interpret coordinate values of points in the context of the situation	
Geometry	Classify two-dimensional figures into categories based on their properties	**NY-5.G.3**	Understand that **attributes** belonging to a category of **two-dimensional figures** also belong to all subcategories of that category	All rectangles have four right angles and squares are rectangles, so all squares have four right angles. *The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as "A quadrilateral with at least one pair of parallel sides
		NY-5.G.4	**Classify two-dimensional figures** in a hierarchy based on properties	

Grade 6:

Domain	Essential Understanding	Standard	Description	Performance Indicator
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems	**NY-6.RP.1**	Understand the concept of a ratio and use **ratio language** to describe a ratio relationship between two quantities	"The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received three votes."
		NY-6.RP.2	Understand the concept of a **unit rate** a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. *Note: Expectations for unit rates in this grade are limited to non-complex fractions.	"This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there are ¾ cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."

		NY-6.RP.3	Use **ratio and rate** reasoning to solve **real-world** and mathematical problems	Strategies may include but are not limited to the following: tables of equivalent ratios, tape diagrams, double number lines, and equations
		NY-6.RP.3a	Make **tables** of equivalent ratios relating quantities with whole-number measurements, **find missing values** in the tables, and **plot the pairs** of values on the coordinate plane. Use tables to compare ratios	
		NY-6.RP.3b	Solve **unit rate** problems	If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? What is the unit rate? *Problems may include unit pricing and constant speed
		NY-6.RP.3c	Find a **percent** of a quantity as a rate per 100. Solve problems that involve finding the whole given a part and the percent, and finding a part of a whole given the percent	30% of a quantity means 30/100 times the quantity
		NY-6.RP.3d	Use ratio reasoning to **convert measurement units**; manipulate and transform units appropriately when multiplying or dividing quantities	Conversion of units occur within a given measurement system, not across different measurement systems
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	**NY-6.NS.1**	Interpret and compute **quotients of fractions**, and solve word problems involving division of fractions by fractions	*Strategies may include but are not limited to the following: using visual fraction models, a standard algorithm, and equations to represent the problem.

The Number System	Compute fluently with multi-digit numbers and find common factors and multiples	**NY-6.NS.2**	**Fluently divide** multi-digit numbers using a standard algorithm	
		NY-6.NS.3	**Fluently add, subtract, multiply, and divide** multi-digit **decimals** using a standard algorithm for each operation	
		NY-6.NS.4	*Find the **greatest common factor** of two whole numbers less than or equal to 100. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor other than 1. *Find the **least common multiple** of two whole numbers less than or equal to 12.	Express 36 + 8 as 4(9 + 2)
The Number System	Apply and extend previous understandings of numbers to the system of rational numbers	**NY-6.NS.5**	Understand that **positive and negative numbers** are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation	temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge
		NY-6.NS.6	Understand a rational number as a point on the **number line**. Use number lines and **coordinate axes** to represent points on a number line and in the coordinate plane with negative number coordinates	
		NY-6.NS.6a	Recognize **opposite signs** of numbers as indicating locations on **opposite sides of 0 on the number line**. Recognize that the opposite of the opposite of a number is the number itself, and that 0 is its own opposite	With the number 3, – (–3) = 3
		NY-6.NS.6b	Understand signs of numbers in **ordered pairs** as indicating locations in **quadrants of the coordinate plane**. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or	

			both axes	
		NY-6.NS.6c	Find and position integers and other rational numbers on a **horizontal or vertical number line**. Find and position pairs of integers and other rational numbers on a coordinate plane	
		NY-6.NS.7	Understand **ordering and absolute value** of rational numbers	
		NY-6.NS.7a	Interpret statements of **inequality** as statements about the **relative position of two numbers on a number line**	Interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right
		NY-6.NS.7b	Write, interpret, and explain statements of **order for rational numbers in real-world contexts**	Write –3°C > –7°C to express the fact that –3°C is warmer than –7°C
		NY-6.NS.7c	Understand the **absolute value** of a rational number as its **distance from 0 on the number line**. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation	For an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars
		NY-6.NS.7d	**Distinguish comparisons** of absolute value from statements about order	Someone with a balance of $100 in their bank account has more money than someone with a balance of –$1,000, because 100 > –1,000. But, the second person's debt balance is much greater than the first person's credit balance because |–1,000| > |100|.
		NY-6.NS.8	Solve real-world and mathematical problems by **graphing points on a coordinate plane**. Include use of coordinates and absolute value to **find distances** between points with the same first coordinate or the same second coordinate	
Expressions, Equations, and Inequalities	Apply and extend previous understandings of	**NY-6.EE.1**	Write and evaluate **numerical expressions** involving whole-number **exponents**	

	arithmetic to algebraic expressions	**NY-6.EE.2**	Write, read, and evaluate expressions in which **letters stand for numbers**	
		NY-6.EE.2a	**Write expressions** that record operations with numbers and with letters standing for numbers	Express the calculation "Subtract *y* from 5" as 5 – *y*
		NY-6.EE.2b	**Identify parts of an expression** using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient); view one or more parts of an expression as a single entity	Describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms
		NY-6.EE.2c	**Evaluate** expressions given specific values for their variables. Include expressions that arise from **formulas** in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order (Order of Operations).	Use the formulas V = *s*3 and SA = 6*s*2 to find the volume and surface area of a cube with sides of length *s* = ½. *Expressions may or may not include parentheses. Nested grouping symbols are not included
		NY-6.EE.3	Apply the properties of operations to generate **equivalent expressions**	Apply the distributive property to the expression 3(2 + *x*) to produce the equivalent expression 6 + 3*x*; apply the distributive property to the expression 24*x* + 18*y* to produce the equivalent expression 6(4*x* + 3*y*); apply properties of operations to *y* + *y* + *y* to produce the equivalent expression 3*y*.
		NY-6.EE.4	**Identify** when two **expressions** are **equivalent**	The expressions *y* + *y* + *y* and 3*y* are equivalent because they name the same number regardless of which number *y* represents
Expressions, Equations, and Inequalities	Reason about and solve one-variable equations and inequalities	**NY-6.EE.5**	Understand **solving an equation or inequality** as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	
		NY-6.EE.6	**Use variables** to represent numbers and write expressions when **solving a real-world or mathematical problem**. Understand that a variable can represent an unknown number, or, depending on the purpose at	

			hand, any number in a specified set	
		NY-6.EE.7	**Solve real-world and mathematical problems** by **writing and solving equations** of the form $x + p = q$; $x – p = q$; $px = q$; and x/p = q for cases in which p, q, and x are all nonnegative rational numbers.	Note: For the x/p = q case, p ≠ 0
		NY-6.EE.8	**Write an inequality** of the form $x > c$, $x \geq c$, $x \leq c$, or $x < c$ **to represent a constraint or condition** in a real-world or mathematical problem. Recognize that inequalities of these forms have infinitely many solutions; represent solutions of such inequalities on a number line	
Expressions, Equations, and Inequalities	Represent and analyze quantitative relationships between dependent and independent variables	**NY-6.EE.9**	*Use **variables** to **represent two quantities** in a real-world problem that **change in relationship to one another**. *Given a verbal context and an equation, identify the **dependent variable**, in terms of the other quantity, thought of as the **independent variable**. **Analyze the relationship** between the dependent and independent variables **using graphs** and **tables,** and relate these to the equation.	*In a problem involving motion at constant speed, list and graph ordered pairs of distances and times. *Given the equation d = 65t to represent the relationship between distance and time, identify t as the independent variable and d as the dependent variable.
Geometry	Solve real-world and mathematical problems involving area, surface area, and volume	**NY-6.G.1**	Find **area** of **triangles, trapezoids, and other polygons** by composing into rectangles or decomposing into triangles and quadrilaterals. Apply these techniques in the context of solving real-world and mathematical problems	The inclusive definition of a trapezoid will be utilized, which defines a trapezoid as “A quadrilateral with *at least* one pair of parallel sides.” (This definition includes parallelograms.)

		NY-6.G.2	Find **volumes** of **right rectangular prisms** with **fractional edge lengths** in the context of solving real-world and mathematical problems	
		NY-6.G.3	**Draw polygons in the coordinate plane** given coordinates for the vertices. Use coordinates to **find the length of a side** joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems	
		NY-6.G.4	Represent **three-dimensional figures using nets** made up of rectangles and triangles, and **use the nets to find the surface area** of these figures. Apply these techniques in the context of solving real-world and mathematical problems	Three-dimensional figures include only right rectangular prisms, right rectangular pyramids, and right triangular prisms. When finding surface areas, all necessary measurements will be given
		NY-6.G.5	**Use area and volume models** to explain **perfect squares and perfect cubes**	
Statistics and Probability	Develop understanding of statistical variability	**NY-6.SP.1a**	Recognize that a **statistical question** is one that anticipates **variability** in the data related to the question and accounts for it in the answers	"How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages
		NY-6.SP.1b	Understand that **statistics** can be used to gain information about a **population** by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is **representative** of that population	Students need to understand that data are generated with respect to particular contexts or situations and can be used to answer questions about those contexts or situations
		NY-6.SP.1c	Understand that the method and sample size used to **collect data** for a particular question is intended to reduce the difference between a population and a sample taken from the population so **valid inferences** can be drawn about the population. Generate multiple samples (or simulated samples) of the same size to recognize the variation in estimates or predictions	Examples of acceptable methods to obtain a representative sample from a population include, but are not limited to, a simple random sample for a given population or a systematic random sample for an unknown population. Examples of unacceptable methods of sampling include, but are not limited to, online polls and convenience sampling because they introduce bias and are not representative of the population

		NY-6.SP.2	Understand that a set of quantitative data collected to answer a statistical question has a **distribution** which can be described by its **center, spread, and overall shape**	*Students need to determine and justify the most appropriate graph to display a given set of data (histogram or dot plot). *Students extend their knowledge of symmetric shapes, to describe data displayed in dot plots and histograms in terms of symmetry. They identify clusters, peaks and gaps, recognizing common shapes and patterns in these displays of data distributions, and ask why a distribution takes on a particular shape for the context of the variable being considered.
		NY-6.SP.3	Recognize that a **measure of center for a quantitative data** set summarizes all of its values with a single number while a **measure of variation** describes how its values vary with a single number	Measures of center are mean, median, and mode. The measure of variation is the range
Statistics and Probability	Summarize and describe distributions	**NY-6.SP.4**	**Display quantitative data** in plots on a number line, including dot plots, and histograms	
		NY-6.SP.5	**Summarize quantitative data** sets in relation to their context	
		NY-6.SP.5a	Report the number of **observations**	
		NY-6.SP.5b	Describe the **nature of the attribute** under investigation, including how it was measured and its units of measurement	
		NY-6.SP.5c	**Calculate range and measures of center**, as well as describe any overall **pattern** and any striking **deviations** from the overall pattern with reference to the context in which the data were gathered	Measures of center are mean, median, and mode. The measure of variation is the range. The role of outliers should be discussed, but no formula is required
		NY-6.SP.5d	**Relate** the **range** and the choice of measures of **center** to the **shape of the data distribution** and the context in which the data were gathered	Measures of center are mean, median, and mode. The measure of variation is the range

Statistics and Probability	Investigate chance processes and develop, use, and evaluate probability models	**NY-6.SP.6**	Understand that the **probability** of a chance event is a number between 0 and 1 inclusive, that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event	
		NY-6.SP.7	**Approximate the probability of a simple event** by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability	When rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. *Compound events are introduced in grade 7
		NY-6.SP.8	Develop a **probability model** and use it to find probabilities of simple events. **Compare probabilities from a model to observed frequencies**; if the agreement is not good, explain possible sources of the discrepancy	
		NY-6.SP.8a	**Develop a uniform probability model** by assigning equal probability to all outcomes, and use the model to **determine probabilities** of simple events.	The probability of rolling a six-sided fair number cube and landing on a 2 is 1/6. The probability of landing on an even number is 3/6.
		NY-6.SP.8b	**Develop a probability model** (which may not be uniform) by **observing frequencies** in data generated from a chance process	Find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

7th Grade:

Domain	Essential Understanding	Standard	Description	Performance Indicator
Ratios & Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems.	**NY-7.RP.1**	Compute unit rates associated with ratios of fractions.	If a person walks 1/2 mile in each 1/4 hour, compute the rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour with 2 being the unit rate.
		NY-7.RP.2	Recognize and represent proportional relationships between quantities.	Equivalent Rations and/or graphing on coordinate plane

		NY-7.RP.2a	Decide whether two quantities are in a proportional relationship.	Equivalent Rations and/or graphing on coordinate plane
		NY-7.RP2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Equivalent Rations and/or graphing on coordinate plane
		NY-7.RP2c	Represent a proportional relationship using an equation.	If total cost *t* is proportional to the number *n* of items purchased at a constant price *p*, the relationship between the total cost and the number of items can be expressed as $t = pn$.
		NY-7.RP2d	Explain what a point (*x, y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where *r* is the unit rate.	
		NY-7.RP3	Use proportional relationships to solve multistep ratio and percent problems.	Simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error
The Number System	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	**NY-7.NS.1**	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers. Represent addition and subtraction on a horizontal or vertical number line.	
		NY-7.NS.1a	Describe situations in which opposite quantities combine to make 0.	
		NY-7.NS.1b	Understand addition of rational numbers; $p + q$ is the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts	

		NY-7.NS.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts	
		NY-7.NS.1d	Apply properties of operations as strategies to add and subtract rational numbers	
		NY-7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers	
		NY-7.NS.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts	
		NY-7.NS.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number.	
		NY-7.NS.2c	Apply properties of operations as strategies to multiply and divide rational numbers	
		NY-7.NS.2d	Convert a fraction to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats	

		NY-7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers	
Expressions, Equations & Inequalities	Use properties of operations to generate equivalent expressions	**NY-7.EE1**	Add, subtract, factor, and expand linear expressions with rational coefficients by applying the properties of operations	
		NY-7.EE2	Understand that rewriting an expression in different forms in real-world and mathematical problems can reveal and explain how the quantities are related.	$a + 0.05a$ and $1.05a$ are equivalent expressions meaning that "increase by 5%" is the same as "multiply by 1.05."
Expressions, Equations & Inequalities	Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities	**NY-7.EE3**	Solve multi-step real-world and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate. Assess the reasonableness of answers using mental computation and estimation strategies.	If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.
		NY-7.EE4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities	
		NY-7.EE4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach	The perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
		NY-7.EE4b	Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q \leq r$, or $px + q < r$, where p, q, and r are rational numbers. Graph the solution set	As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions

			of the inequality on the number line and interpret it in the context of the problem	
Geometry	Draw, construct, and describe geometrical figures and describe the relationships between them	**NY-7.G1**	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale	
		NY-7.G2	Draw triangles when given measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	
		NY-7.G3	Describe the two-dimensional shapes that result from slicing three-dimensional solids parallel or perpendicular to the base.	
Geometry	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	**NY-7.G4**	Apply the formulas for the area and circumference of a circle to solve problems	
		NY-7.G5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure	
		NY-7.G6	Solve real-world and mathematical problems involving area of two-dimensional objects composed of triangles and trapezoids	
Statistics and Probability	Draw informal comparative inferences about two populations	**NY-7.SP1**	Construct and interpret box-plots, find the interquartile range, and determine if a data point is an outlier	
		NY-7.SP3	Informally assess the degree of visual overlap of two quantitative data distributions.	
		NY-7.SP4	Use measures of center and measures of variability for quantitative data from random	

			samples or populations to draw informal comparative inferences about the populations	
Statistics and Probability	Investigate chance processes and develop, use, and evaluate probability models	**NY-7.SP8**	Find probabilities of compound events using organized lists, sample space tables, tree diagrams, and simulation	
		NY-7.SP8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	
		NY-7.SP8b	Represent sample spaces for compound events using methods such as organized lists, sample space tables, and tree diagrams. For an event described in everyday language, identify the outcomes in the sample space which compose the event.	
		NY-7.SP8c	Design and use a simulation to generate frequencies for compound events	Use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Grade 8 (Algebra 1 Regents):

Domain	Essential Understanding	Standard	Description	Performance Indicator
The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers	**NY-8.NS1**	Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.	
		NY-8.NS2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.	
Expressions, Equations, and Inequalities	Work with radicals and integer exponents	**NY-8.EE1**	Know and apply the properties of integer exponents to generate equivalent numerical expressions.	

		NY-8.EE2	Use square root and cube root symbols to represent solutions to equations of the form $x2 = p$ and $x3 = p$, where p is a positive rational number. Know square roots of perfect squares up to 225 and cube roots of perfect cubes up to 125. Know that the square root of a non-perfect square is irrational.	is irrational
		NY-8.EE3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	Estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.
		NY-8.EE4	Perform multiplication and division with numbers expressed in scientific notation, including problems where both standard decimal form and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology	
Expressions, Equations, and Inequalities	Understand the connections between proportional relationships, lines, and linear equations	**NY-8.EE5**	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways	Compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed
		NY-8.EE6	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	
Expressions, Equations, and Inequalities	Analyze and solve linear equations and pairs of simultaneous linear equations	**NY-8.EE7**	Solve linear equations in one variable.	
		NY-8.EE7a	Recognize when linear equations in one variable have one solution, infinitely many solutions, or no solutions. Give examples and show which of these possibilities is the case by successively transforming the given	

			equation into simpler forms	
		NY-8.EE7b	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.	This includes equations that contain variables on both sides of the equation
		NY-8.EE8	Analyze and solve pairs of simultaneous linear equations	
		NY-8.EE8a	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. Recognize when the system has one solution, no solution, or infinitely many solutions	
		NY-8.EE8b	Solve systems of two linear equations in two variables with integer coefficients: graphically, numerically using a table, and algebraically. Solve simple cases by inspection	$3x + y = 5$ and $3x + y = 6$ have no solution because $3x + y$ cannot simultaneously be 5 and 6.
		NY-8.EE8c	Solve real-world and mathematical problems involving systems of two linear equations in two variables with integer coefficients	Solving systems algebraically will be limited to at least one equation containing at least one variable whose coefficient is 1
Functions	Define, evaluate, and compare functions.	**NY-8.F1**	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	The terms *domain* and *range* may be introduced at this level; however, these terms are formally introduced in Algebra I
		NY-8.F2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Given a linear function represented by a table of values and a linear function represented by an algebraic equation, determine which function has the greater rate of change.
		NY-8.F3	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Recognize examples of functions that are linear and non-linear.	The function $A = s2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4), and (3,9), which are not on a straight line

Functions	Use functions to model relationships between quantities	**NY-8.F4**	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (*x*, *y*) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values	
		NY-8.F5	Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described in a real-world context	where the function is increasing or decreasing or when the function is linear or non-linear
Geometry	Understand congruence and similarity using physical models, transparencies, or geometry software.	**NY-8.G1**	Verify experimentally the properties of rotations, reflections, and translations.	A translation displaces every point in the plane by the same distance (in the same direction) and can be described using a vector. A rotation requires knowing the center/point of rotation and the measure/direction of the angle of rotation. A line reflection requires a line and the knowledge of perpendicular bisectors.
		NY-8.G2	Know that a two-dimensional figure is congruent to another if the corresponding angles are congruent and the corresponding sides are congruent. Equivalently, two two-dimensional figures are congruent if one is the image of the other after a sequence of rotations, reflections, and translations. Given two congruent figures, describe a sequence that maps the congruence between them on the coordinate plane.	
		NY-8.G3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Lines of reflection are limited to both axes and lines of the form $y = k$ and $x = k$, where k is a constant. Rotations are limited to 90 and 180 degrees about the origin. Unless otherwise specified, rotations are assumed to be counterclockwise.

		NY-8.G4	Know that a two-dimensional figure is similar to another if the corresponding angles are congruent and the corresponding sides are in proportion. Equivalently, two two-dimensional figures are similar if one is the image of the other after a sequence of rotations, reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that maps the similarity between them on the coordinate plane.	With dilation, the center and scale factor must be specified.
		NY-8.G5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	Arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so.
Geometry	Understand and apply the Pythagorean Theorem	**NY-8.G6**	Understand a proof of the Pythagorean Theorem and its converse.	
		NY-8.G7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	
		NY-8.G8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	
Geometry	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	**NY-8.G9**	Given the formulas for the volume of cones, cylinders, and spheres, solve mathematical and real-world problems	
Statistics and Probability	Investigate patterns of association in bivariate data	**NY-8.SP1**	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	

		NY-8.SP2	Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
		NY-8.SP3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	In a linear model for a biology experiment, interpret a slope of 1.5 cm/hr. as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

Science:
In the 2015_2016 school year, CQA made the leap to an Earth Science Regents for all 8th grade scholars path. In doing so, the science curriculum at CQA was backwards mapped directly from the NYS Regents Earth Science curriculum. Supporting the curriculum are the following resources:

- Pearson Interactive Science (grades 5-7)
- *Holt McDougal Earth Science*
- Barrons Earth Science Regents Review

Essential Summative Assessments in the program are as follows...
5th grade: Course specific unit exams, Course specific labs
6th grade:Course specific unit exams, Course specific labs
7th grade: Course specific unit exams, Course specific labs
8th grade: NYS Earth Science Regents Exam

Below please see the three-year (5-7) matrix followed by the Regents Earth Science Curricular overview…

5th Grade

Science	**Unit**	**Core Ideas**	**Essential Understandings**
Earth	Space systems	Types of Interactions	Gravitational Forces
Earth	Space systems	Types of Interactions	Relationship between gravitational force and mass
Earth	Space systems	Types of Interactions	Relationship between star's brightness and distance from earth

Earth	Space systems	The Universe & it's stars	Components of the Milky Way
Earth	Space systems	The Universe & it's stars	Solar System formation
Earth	Space systems	The Universe & it's stars	Patterns of apparent motion of stars, moon, sun
Earth	Space systems	The Universe & it's stars	Movement of objects result in eclipses
Earth	Space systems	Earth in the Solar System	Earth's orbit and rotation- day vs night, length of a year
Earth	Space systems	Earth in the Solar System	Patterns created by Earth's axis tilt- seasons
Earth	Space systems	Earth in the Solar System	Direction of shadows created by placement of sun in sky
Life	Ecosystems	Interdependent Relationships	Competition for resources, predator/prey, beneficial interactions, humans' impact on & by Biodiversity
Life	Ecosystems	Ecosystems	Dynamics, Functioning, Resilience- shifts in populations
Life	Ecosystems	Cycles for animals	Food webs
Life	Matter & Energy	Cycle of Matter & Energy in Ecosystems	Energy flow, Cycle of matter between air and earth
Life	Matter & Energy	Cycles for plants	Plants using energy from light
Life	Matter & Energy	Cycles for animals	Breakdown of food to release energy
Phys	Forces and Motion	Forces	Electromagnetic Force- Attraction/Repulsion, charges
Phys	Forces and Motion	Forces	Gravitational Force
Phys	Forces and Motion	Forces	Frictional Force

Phys	Structure & Properties of Matter	Properties	States of matter & their molecular structure
Phys	Structure & Properties of Matter	Properties	Phase Changes
Phys	Structure & Properties of Matter	Properties	Density
Phys	Structure & Properties of Matter	Properties	Buoyancy
Phys	Waves and Fields	Waves	Properties
Phys	Waves and Fields	Waves	Patterns of wavelength, frequency, amplitude
Phys	Waves and Fields	Waves	Transmission through materials
Phys	Waves and Fields	Waves	Sound wave travel
Phys	Waves and Fields	Electromagnetic Radiation	Light wave travel
Phys	Waves and Fields	Electromagnetic Radiation	Reflection
Phys	Waves and Fields	Electromagnetic Radiation	Refraction
Phys	Waves and Fields	Electromagnetic Radiation	Absorption
Phys	Waves and Fields	Electromagnetic Radiation	Colors of light
Phys	Waves and Fields	Electromagnetic Radiation	Colors of objects relationship w/ absorption vs. reflection

6th Grade

Science	**Unit**	**Core Ideas**	**Essential Understandings**

Earth	Earth's systems	Materials & Systems	Hydrosphere, Atmosphere, Biosphere, Geosphere
Earth	Earth's systems	Materials & Systems	Interaction of the spheres
Earth	Earth's systems	Role of Water	Where is it? What forms?
Earth	Earth's systems	Role of Water	Distribution of water- interpreting using graphs & tables
Life	Matter & Energy	Basic chemical reactions in ecosystems	Chem reaction of photosynthesis requires inputs, Chem rxn of respiration releases energy
Life	Natural Selection & Adaptation	Natural Selection	Evidence of common ancestry
Life	Natural Selection & Adaptation	Natural Selection	Anatomical comparisons
Life	Natural Selection & Adaptation	Natural Selection	Embryological comparisons
Life	Natural Selection & Adaptation	Natural Selection	Natural Selection Defined
Life	Structure & Function	Building Blocks	Cells--> Tissues --> Organs --> Organ System --> Organism
Life	Structure & Function	Building Blocks	Organelle Function
Life	Structure & Function	Building Blocks	Body systems
Life	Structure & Function	Building Blocks	Interaction of systems leading to homeostasis
Life	Structure & Function	Building Blocks	Processing info, Response to change, Sensory receptors
Phys	Structure & Properties of Matter	Structure	Elements

Phys	Structure & Properties of Matter	Structure	Atoms
Phys	Structure & Properties of Matter	Structure	Molecules
Phys	Structure & Properties of Matter	Structure	Mixtures
Phys	Chemical Reactions	Chem 101	Elements
Phys	Chemical Reactions	Chem 101	Atoms
Phys	Chemical Reactions	Chem 101	Molecules
Phys	Energy	Types of Energy	Energy Defined
Phys	Energy	Types of Energy	Potential vs. Kinetic
Phys	Energy	Types of Energy	Measures of Energy
Phys	Energy	Types of Energy	Temperature impact on phase
Phys	Waves and Fields	Waves	Transmission through materials
Phys	Waves and Fields	Electricity	Defined
Phys	Waves and Fields	Electricity	Components
Phys	Waves and Fields	Electricity	Conductors
Phys	Waves and Fields	Electricity	Travel

7th Grade

Science	Unit	Core Ideas	Essential Understandings

Phys	Chemical Reactions	Chem 201	Re-grouping of atoms changes properties
Phys	Chemical Reactions	Chem 201	Molecular bonds
Phys	Chemical Reactions	Reactions	Balancing equations
Phys	Chemical Reactions	Reactions	Conservation of Mass
Phys	Chemical Reactions	Reactions	Endothermic reactions
Phys	Chemical Reactions	Reactions	Exothermic reactions
Life	Biochemical Processes	Photosynthesis	Where in cell
Life	Biochemical Processes	Photosynthesis	Reactants
Life	Biochemical Processes	Photosynthesis	Product
Life	Biochemical Processes	Respiration	Where in cell
Life	Biochemical Processes	Respiration	Reactants
Life	Biochemical Processes	Respiration	Product
Life	Growth & Development	Reproduction	Sexual- plant & animal, meiosis & mitosis
Life	Growth & Development	Reproduction	A-sexual
Life	Growth & Development	Reproduction	Transfer of genetic information
Life	Growth & Development	Reproduction	Impact of genetic information on organism growth

Life	Growth & Development	Inheritance of traits	Chromosomes
Life	Growth & Development	Inheritance of traits	Genes- responsible for production of proteins
Life	Growth & Development	Inheritance of traits	Alleles
Life	Growth & Development	Inheritance of traits	Traits
Life	Growth & Development	Inheritance of traits	Variation- In sexual reproduction, In mutation
Life	Growth & Development	Inheritance of traits	Selective breeding
Life	Natural Selection & Adaptation	Natural Selection	Natural Selection Defined
Life	Natural Selection & Adaptation	Adaptation	Genetic variation impact on population
Life	Natural Selection & Adaptation	Adaptation	Adaptation impact on population
Life	Natural Selection & Adaptation	Adaptation	Adaptations lead to Evolution over long periods of time
Phys	Energy	Energy Laws	Conservation of Energy
Phys	Energy	Energy Laws	Impact of friction
Phys	Energy	Energy Transfer	Direction of transfer
Phys	Energy	Energy Transfer	Transfer w/in an electrical circuit
Phys	Energy	Energy Transfer	Transfer between objects- causes motion
Phys	Forces and Motion	Motion	Newton's Laws of Motion

Phys	Forces and Motion	Motion	Motion is determined by net sum of forces
Phys	Forces and Motion	Motion	Speed, Velocity, Acceleration
Phys	Forces and Motion	Motion	Solving for Velocity, distance, or time
Phys	Forces and Motion	Motion	Solving for Force, Mass, Acceleration

8th Grade Regents Earth Science

Course Overview:

Year at a Glance		Essential Questions
August-September:	Unit 1; Maps, Models & Measurement	a. What is Earth Science and how is it similar or different from other scientific b. How are observations and inferences similar/different? c. What are some ways in which we can accurately represent our world? d. How do scientists collect and analyze data to form answer questions and formulate theories?
September-October:	Unit 2; Dynamic Earth	a. What is earth's composition; below, at and above earth's surface? b. How has earth changed over time? c. What are some causes of earth's surface change? d. How do the Theory of Continental Drift and Plate Tectonics explain earth's changing crust? e. What causes earthquakes, volcanoes and the formation of mountain ranges and sea floor?
October-November:	Unit 3; Rocks, Minerals and Fossils	a. How are rocks and minerals similar/different? b. How are rocks and minerals formed? c. What are the physical properties used to identify rocks and minerals? d. How can a rock's composition be changed over time?
November-December:	Unit 4; Landscapes	a. What is the water cycle? How does the water cycle re-use the water on planet earth? b. What properties of rock and soil affect runoff and infiltration? c. What causes the weathering, erosion and deposition of rock and soil?
January:	Unit 5; Earth's History	a. How has Earth Changed over time? b. Where are these changes visible? c. How do scientists study the changes of Earth and their rates?

January-February:	Unit 6; Insolation & Solar Radiation	a. How does location and season on Earth impact the Sun's apparent motion? b. How does an object's properties impact the radiation it receives? c. What causes seasons? Day and night?
February-March:	Unit 7; Meteorology	a. How was Earth's atmosphere formed? b. What patterns can be observed in the weather? c. How can we accurately predict weather? d. What models can be used to represent weather variables?
March-April:	Unit 8; Climate	a. What factors influence a location's climate? b. How do global currents and winds impact climate? c. How is climate on Earth Changing?
April-May:	Unit 9; Astronomy	a. In what ways do Earth and other objects in the solar system move? b. How do Earth's motions change the apparent motion of the Sun, Moon and stars? c. How do we observe space and celestial objects?
May-June:	Regents Prep	

ELA:
At Central Queens Academy literacy is at the heart of all instructional goals for scholars. Based on our current data, literacy instruction is divided into the specific goals for both reading and writing. To that end, reading classes in grades 5-8 focus on the most important skills based on the science of reading:

1. Monitoring for meaning
2. Relating the new to the known
3. Questioning
4. Determining importance
5. Inferring
6. Creating sensory images
7. Determining the meaning of unknown words and phrases

Our writing program is grounded in Ruth Culllen's six traits of writing that emphasize:

1. Ideas
2. Organization
3. Word Choice
4. Voice
5. Sentence Fluency
6. Conventions

Both our reading and writing programs put a premium on language acquisition and improvement through the use of culturally-relevant texts, vocabulary expansion, small group instruction, and scaffolded opportunities to respond. In addition, our ELA program is executed through inquiry-based learning.

In the 2021-2022 school year, CQA began a shift from double-block ELA courses to a segregation of its distinct writing and reading courses in grades 6-8.

Supporting the curriculum are the following resources:

- Engage NY ELA curriculum, lesson plans, ELL and special education supports
- Ready NY (Test Preparation)
- IXL ELA computer-based practice, support, and diagnostic tool
- STAR Reading Enterprise Assessment

Essential Summative Assessments in the program are as follows:

5th grade:

- IAs (2/yr), NYS 5th grade ELA Exam
- STAR Reading Enterprise Assessment (5/yr)

6th grade:

- IAs (2/yr), NYS 6th grade ELA Exam
- STAR Reading Enterprise Assessment (5/yr)

7th grade:

- IAs (2/yr), NYS 7th grade ELA Exam
- STAR Reading Enterprise Assessment (5/yr)

8th grade:

- IAs (2/yr), NYS 8th grade ELA Exam
- STAR Reading Enterprise Assessment (5/yr)

Below please note the four-year course matrix:

READING SCOPE AND SEQUENCE 5-8 (Reading teacher is responsible for teaching response to literature - text-based short answer response and literally and thematic essays. This is s apart of each mid unit and end of unit assessment)

Month	Unit and Purpose:	5th Resilience and Fortitude	6th Power and Positionality	7th Growth and Change	8th Identify and Voice
S E	Readerly Life/Short Stories: Scholars learn that novels are a way to learn about life and challenges from many different perspectives, which provides us opportunity to reflect and to write about meaningful connections. **Guiding Questions:** 1. How do story elements work together to create	**Overarching Essential Questions:** . What qualities do characters need to deal with obstacles? . How can you apply those lessons to your own life? . How does reading this piece of literature shape your understanding of resilience and fortitude? **Overarching Enduring Understandings:** 1. There are strategies	**Overarching Essential Questions:** 1. How can power manifest itself for good? How can power be manipulated for bad? 2. Where has power in your life been an advantage? Where has not having power held you back or made you make questionable choices? 3. How does reading this piece of literature	**Overarching Essential Questions:** . What is the process of growth and how does it present itself in literature? . When have you experienced personal growth? What were the joys and challenges of this experience? 3. How does reading this piece of literature	**Overarching Essential Questions:** . How does one claim and communicate their voice and identity? . How do you share your voice and identity? How does one determine their identity? . How does reading this piece of

P **T** **E** **M** **B** **E** **R**	engaging plots and themes? 2. How do the characters develop throughout the story and why is their development important to readers? How can I relate to the characters? What are the characters intentions and motivations? How do relationships affect the plot and themes of the text? 3. What are the themes of the story? What evidence <u>best</u> supports the theme? 4. How does an author decide where to start and end a short story? How can we track the most important information ? 5. What techniques does the author use to develop the story and how do those techniques help me make the text and to connect to the text? 6. How do I figure out new words and phrases so that I can fully understand the story and its message? 7. How has reading this text support me as a reader? **Enduring Understanding:** - The differences amongst people enrich our lives. - There are choices in the way we face challenges, and these choices affect the outcomes. - Genuine friendship is based on trust and respect.	available to use to overcome obstacles 2. Good readers search for themes that they can identify with and learn from. THESE ESSENTIAL QUESTIONS SHOULD BE REFERRED TO OFTEN (exit tickets, within small groups, when making connections to other literature etc.) [Writing Unit: Creating writing culture, routines etc.] **UNIT 1: READERLY LIFE** (Readerly Life – establishing reading identity) **Essential Questions:** Who are we as readers? What are our goals? Balanced genre approach to reading (independent reading) Establishing Workshop Model rituals and routines (conferring/SGI protocols) Reading personality sketch and survey What is reading going to look like in this class? What is your affect and habits? What is your reading history?	shape your understanding of power and positionality? **Overarching Enduring Understandings:** 1. Understanding power structures enables us to make decisions that benefit all members of a society, especially those that are most vulnerable. 2. As a citizen of the world it is important to use your personal power to make the world a better place. THESE ESSENTIAL QUESTIONS SHOULD BE REFERRED TO OFTEN (exit tickets, within small groups, when making connections to other literature etc.) **UNIT 1: READERLY LIFE** (Readerly Life – establishing reading identity) **Essential Questions:** Who are we as readers? What are our goals? Balanced genre approach to reading (independent reading) Establishing Workshop Model rituals and routines (conferring/SGI protocols) Reading personality sketch and survey (art and survey) What is reading going to look like in this class? What is your affect and habits?	shape your understanding of growth and change? **Overarching Enduring Understandings:** . Growth is a complicated process and can often be painful, yet it is through that growth that one changes and is able to see the world through many different perspectives. . Growth is a part of every person's life THESE ESSENTIAL QUESTIONS SHOULD BE REFERRED TO OFTEN (exit tickets, within small groups, when making connections to other literature etc.) **UNIT 1: READERLY LIFE** (Readerly Life – establishing reading identity) **Essential Questions:** Who are we as readers? What are our goals? Balanced genre approach to reading (independent reading) Establishing Workshop Model rituals and routines (conferring/SGI protocols) Reading personality sketch and survey What is reading going to look like in this class? What is your affect and habits?	literature shape your understanding of identity and voice? **Overarching Enduring Understandings:** . Finding your voice and communicating your identities is an ever-evolving and important process. . Finding your voice and communicating your identity encompasses a variety of feelings and challenges. THESE ESSENTIAL QUESTIONS SHOULD BE REFERRED TO OFTEN (exit tickets, within small groups, when making connections to other literature etc.) **UNIT 1: READERLY LIFE** (Readerly Life – establishing reading identity) **Essential Questions:** Who are we as readers? What are our goals? Balanced genre approach to reading (independent reading)

	- Readers learn about humanity by analyzing how characters interact, change and grow. - Readers constantly make comparisons and contrasts between the story elements (plots, characters and themes) and author's craft of texts they are reading. - Writers use essay format to present their deep thinking about novels in an organized form. - Short stories in this unit will explore a variety of subgenres under the umbrella of fiction **CRITICAL REFLECTION:** (one paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen)	How can we partner to reach your goals knowing your strengths and challenges to meet your goals? Introducing three cueing systems of reading (phonemic awareness, syntax and meaning - does look right, does it sound right and does it make sense) ** Initial assessment (must happen in first 4 weeks – listen to every child read) ******Focus: 7 Cognitive Reading Strategies to make sense of what we are reading and establish a culture for reading, effective conversations, explicitly giving language/vocabulary to develop the way books and ideas are discussed.** **Skills:** annotating with purpose, setting stage for book clubs, understanding author's POV, **Content:** Story Elements, Story Arc, **Texts:** Short Stories (12) **Tools for reading:** cognitive reading strategies, six traits of writing, phonemic awareness **Standards: RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6** *** discussing quotes - learning how to express ideas clearly** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being	What is your reading history? How can we partner to reach your goals knowing your strengths and challenges to meet your goals? Introducing three cueing systems of reading (phonemic awareness, syntax and meaning - does look right, does it sound right and does it make sense) ** Initial assessment (must happen in first 4 weeks – listen to every child read) **Skills:** annotating with purpose, setting stage for book clubs, understanding author's POV, **Content:** Story Elements, Story Arc, **Texts:** Short Stories (12) **Tools for reading:** cognitive reading strategies, six traits of writing, phonemic awareness **Standards: RL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6** ******Focus: 7 Cognitive Reading Strategies to make sense of what we are reading and establish a culture for reading, effective conversations, explicitly giving language/vocabulary to develop the way books and ideas are discussed.** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background	What is your reading history? How can we partner to reach your goals knowing your strengths and challenges to meet your goals? Introducing three cueing systems of reading (phonemic awareness, syntax and meaning - does look right, does it sound right and does it make sense) ** Initial assessment (must happen in first 4 weeks – listen to every child read) **Skills:** annotating with purpose, setting stage for book clubs, understanding author's POV, **Content:** Story Elements, Story Arc, **Texts:** Short Stories (12) **Tools for reading:** cognitive reading strategies, six traits of writing, phonemic awareness **Standards: RL. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6** ******Focus: 7 Cognitive Reading Strategies to make sense of what we are reading and establish a culture for reading, effective conversations, explicitly giving language/vocabulary to develop the way books and ideas are discussed.** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by	Establishing Workshop Model rituals and routines (conferring/SGI protocols) Reading personality sketch and survey What is reading going to look like in this class? What is your affect and habits? What is your reading history? How can we partner to reach your goals knowing your strengths and challenges to meet your goals? Introducing three cueing systems of reading (phonemic awareness, syntax and meaning - does look right, does it sound right and does it make sense) ** Initial assessment (must happen in first 4 weeks – listen to every child read) **Skills:** annotating with purpose, setting stage for book clubs, understanding author's POV, **Content:** Story Elements, Story Arc, **Texts:** Short Stories (12) **Tools for reading:** cognitive reading strategies, six traits of writing, phonemic awareness **Standards: RL. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6** ******Focus: 7 Cognitive Reading Strategies to make sense of what we**

		discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis. Hazel Groove https://www.commonlit.org/en/texts/hazel-grove Reaching New Heights https://www.commonlit.org/en/texts/reaching-new-heights A Secret Code https://www.commonlit.org/en/texts/a-secret-code Nothing Drops https://www.commonlit.org/en/texts/nothing-drops Sometimes a Dream Needs a Push https://www.commonlit.org/en/texts/sometimes-a-dream-needs-a-push Soccer Speaks Many Languages https://www.commonlit.org/en/texts/soccer-speaks-many-languages Laura's Key https://www.commonlit.org/en/texts/fyc-lauras-key Black Blizzard (Historical Fiction) https://www.commonlit.org/en/texts/black-blizzard Sweet, Difficult Sounds https://www.commonlit.org/en/texts/sweet-difficult-	knowledge through multi-sensory and multimedia supplemental material. **6th Grade Short Stories** "Taco Head" by Viola Canales "Dragon, Dragon" by John Gardner "Inside Out" by Francisco Jimenez "Ribbons" by Laurence Yep "Growing Up" by Gary Soto "The Medicine Bag" by Virginia Driving Hawk Sneve "The Jacket" "Eleven" "Chameleon" "Hello my name is ____" "Terror" "The Party" https://www.commonlit.org/en/texts/the-jacket https://www.commonlit.org/en/texts/eleven https://www.commonlit.org/en/texts/fyc-chameleon (personal essay) https://www.commonlit.org/en/texts/taco-head https://www.commonlit.org/en/texts/fyc-unusual-normality https://www.commonlit.org/en/texts/the-scholarship-jacket https://www.commonlit.org/en/texts/the-terror https://www.commonlit.org/en/texts/the-party https://www.commonlit.org/en/texts/hello-my-name-is-_____ **Mythology mini unit**: Poseidon God of the Sea, Prometheus and Pandora, Perseus and the Medusa	intentionally building background knowledge through multi-sensory and multimedia supplemental material. **7th Grade Short Stories** "Fly Away Home" by Eve Bunting http://babyliteraryessays.weebly.com/uploads/4/6/7/6/46768287/fly_away_ "My Friend Lucy Who Smells Like Corn" by Sandra Cisneros hhttps://www.multnomahesd.org/uploads/1/2/0/2/120251715/my_lucy_friend_who_smells_like_corn.pdfohttps://canvas.wayne.edu/files/3466337/download?download_frd=1me. Seventh Grade"by Gary Soto https://hansonlibrary.org/wp-content/uploads/2018/06/7th-Grade-Short-Story.pdfpdf Shame by Dick Gregory https://www.sccollege.edu/Faculty/JIsbell/English101/Documents/Shame.do My SIde of the Story by Adam chttp://yuselite.org/wp-content/uploads/April_2017_Reading_Part.pdf Zachary's divorce by Linda Sites https://www.49online.org/site/handlers/filedownload.ashx?moduleinstanthttps://www.mpsaz.org/rmhs/staff/dmsokol/101/files/sherman_alexie.pdfceid=116&dataid=522&FileName=zachary_s%20div	**are reading and establish a culture for reading, effective conversations, explicitly giving language/vocabulary to develop the way books and ideas are discussed.** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. **8th Grade short stories** Main Street by Jacqueline Woodson https://www.leonschools.net/cms/lib/FL01903265/Centricity/Domain/3124/Week%207%20language%20arts%20activities.pdf Stop the Sun by Gary Paulsen http://mrskarin.weebly.com/uploads/5/7/8/2/57827335/stop_the_sun_full_story.pdf Names/Nombres by Julia Alvarez

		sounds The Human Zamboni https://www.commonlit.org/en/texts/the-human-zamboni Taco Head https://www.commonlit.org/en/texts/taco-head **Patrica Polacco books** **Eve Bunting books** **The Circuit** **Dear Bully**	**"Trail into Darkness"** On Commonlit. Great 4th grade text for introducing plot. Video to build knowledge: (About a family that survives being trapped in cold conditions) https://youtu.be/84d7ua3QM5w RL.6.3 How does Luke **react** when he cannot find his family **"Disappear"** Can be used to teach foreshadowing, setting, elements of plot, character, dialogue. 6.3 Can be connected back to the central idea (6.2) of the text as well as use evidence (6.1) to support inferences. **"Burrito Man"** Addresses latino stereotypes, identity, and class in America; great for character development, theme, inferences (text to self connections) Establish annotation norms with the following: **Link to Burrito Man connections/annotations organizer** 1C: Multi Genre: **Emphasize POV** questions and push connections to marginalized groups(to preset unit 2) **Verse (Poetry as memoir)** excerpts station activity -brown girl dreaming -crossover -becoming Muhammad Ali	orce.doc Snow by Julia ALvarez https://jaclynhughes.files.wordpress.com/2014/12/snow-https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdfby-julia-alvarez.pdf The Gift of the Magi O. Henry https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf Fish Cheeks by Amy Tan https://www.ncps-k12.org/cms/lib8/CT01903077/Centricity/Domain/638/LA/Short%20Story%20-%20Fish%20Cheeks.pdf The Ones Who Walk Away by Ursuala K. Le Guin https://canvas.wayne.edu/files/3466337/download?download_frd=1 Valedictorian by Sherman Alexie https://www.mpsaz.org/rmhs/staff/dmsokol/101/files/sherman_alexie.pdf	https://mrregalbuto.files.wordpress.com/2017/09/tonights-reading.pdf The Treasure of Lemon Brown by Walter Dean Myers https://www.cambriansd.org/cms/lib/CA01902282/Centricity/Domain/306/The-Treasure-of-Lemon-Brown%20txt.pdf One Friday Morning by Langston Hughes https://ltet.net/download/nate/Second-Hughes.pdf Charles by Shirley Jackson https://loa-shared.s3.amazonaws.com/static/pdf/Jackson_Charles.pdf A Very Old Man with Enormous Wings by Gabriel Garcia Marquez https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/323/MarquezManwithWings.htm The Friday Everything Changed by Anne Hart http://moodyap.pbworks.com/f/everythingchanged.pdf Liars Don't Qualify

			Pair: To a Daughter Leaving Home **(poem)** with Funeral **(memoir**) and explore common themes of saying goodbye, growing up, the tone of 'bittersweet' Both on Commonlit		by Junius Edwards https://ltet.net/download/nate/Third-Edwards.pdf Girl by Jamaica Kincaid https://www.newyorker.com/magazine/1978/06/26/girl Harrison Bergeron by Kurt Vonnegut, Jr. https://archive.org/stream/HarrisonBergeron/Harrison%20Bergeron_djvu.txt When I Lay My Burden Down by Maya Angelou https://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/9th%20ELA/Unit%203/When_I_Lay_My_Burden_Down%20edited.pdf?id=13044 Born Worker by Gary Soto https://msamick.weebly.com/uploads/2/3/3/6/23361930/born_worker.pdf
O C T O	**UNIT 2: MINI BOOK CLUBS using a variety of short stories different genres** (3 weeks) **Guiding Questions:** What is the purpose and structure of a book clubs? https://www.readwritethink.org/classroom-resources/lesson-	[Writing Unit: Small Moments] **UNIT 2: MINI BOOK CLUBS** **using a variety of short stories different genres** (3 weeks) Rituals and routines Accountable talk Annotating with purpose	**UNIT 2: MINI BOOK CLUBS** **using a variety of short stories different genres** (3 weeks) Rituals and routines Accountable talk Annotating with purpose (close reading) Summarizing a text/pulling out theme/understanding	**UNIT 2: MINI BOOK CLUBS** **using a variety of short stories different genres** (3 weeks) Rituals and routines Accountable talk Annotating with purpose (close reading) Summarizing a	**UNIT 2: MINI BOOK CLUBS** **using a variety of short stories different genres** (3 weeks) Rituals and routines Accountable talk Annotating with purpose (close reading)

B E R	plans/accountable-book-clubs-focused How does being in a book club add to your understanding of the book? What roles are necessary to be a functioning member of a book club? What does accountable talk look like and sound like? How do we communicate our goals and know we have met goals? How does being in a book club enhance our vocabulary and deepen our conversations around books **Enduring Understandings:** We learn better together through academic discourse of ideas.. We are responsible for one another as learners. Accountable talk is rooted in statements backed up by evidence from the text. **CRITICAL REFLECTION:** (one paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen)	(close reading) Summarizing a text/pulling out theme/understanding author's craft, deep character analysis Teacher is meeting with small groups and conferring and differentiating ELA instruction Finding commonalities across short stories Compare/contrast short stories Refer to Power standards often (name them, model them) **RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6** **Patrica Polacco books** Nadia's Hands The Proudest Blue The Name Jar I Hate English Excerpt from The Circuit - Inside Out **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.	author's craft, deep character analysis Teacher is meeting with small groups and conferring and differentiating ELA instruction Finding commonalities across short stories Compare/contrast short stories Refer to Power standards often (name them, model them) **Standards: RL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	text/pulling out theme/understanding author's craft, deep character analysis Teacher is meeting with small groups and conferring and differentiating ELA instruction Finding commonalities across short stories Compare/contrast short stories Refer to Power standards often (name them, model them) **Standards: RL. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	Summarizing a text/pulling out theme/understanding author's craft, deep character analysis Teacher is meeting with small groups and conferring and differentiating ELA instruction Finding commonalities across short stories Compare/contrast short stories Refer to Power standards often (name them, model them) **Standards: RL. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.
N O V	**Unit 3: The Impact of the Untold Story through the Lens of Nonfiction** **Guiding Questions:** What text structures and features are unique to	[Writing Unit: Opinion Pieces] **UNIT 3: NONFICTION IMMERSION:** Exposure to different types of nonfiction - pure	**UNIT 3: NONFICTION IMMERSION:** Exposure to different types of nonfiction - pure nonfiction, technical nonfiction, historical nonfiction, narrative	**UNIT 3: NONFICTION IMMERSION:** Exposure to different types of nonfiction - pure nonfiction, technical nonfiction, historical nonfiction, narrative	**UNIT 3: NONFICTION IMMERSION:** Exposure to different types of nonfiction - pure nonfiction, technical nonfiction,

E M B E R	nonfiction that support us as a reader? How can nonfiction be used to tell a story? Where does nonfiction present itself in the real world (commentary, speeches, editorials, feature articles, press releases)? How do we determine what is real in non-fiction? (ex. How do we determine what is "fake news"? How can we use supplemental materials (multimedia, poetry, art etc) to understand a nonfiction piece? How can we grow our vocabulary by reading nonfiction? How does reading nonfiction help you build connections to other subject areas and texts? **Enduring Understandings:** Good readers are well-versed in a variety of genres and subgenres. Reading nonfiction is a bridge to learning about a variety of experiences and periods of history. Nonfiction builds our ability to create opinions based on facts. These skills lead to an understanding of deciphering fact from fiction which contributes to our ability to be responsible world citizens. **CRITICAL REFLECTION:** (one paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen)	nonfiction, technical nonfiction, historical nonfiction, narrative nonfiction. We read nonfiction to becomes smarter and more aware of the world. Picture books and magazines, articles etc. Ruby Bridges Freedom on the Menu Jose Hernandez Orphan Train Technical, historical, scientific nonfiction Jumping Over Boundaries https://www.commonlit.org/en/texts/jumping-over-boundaries Malala Yousafzai : A Normal Yet Power Girl https://www.commonlit.org/en/texts/malala-yousafzai-a-normal-yet-powerful-girl The Story of Farmer-Turned-NASA Astronaut José Hernández Who Was Rejected 11 Times https://www.newsweek.com/story-farmer-nasa-astronaut-jose-hernandez-rejected-11-times-1601533 **https://www.commonlit.org/en/teachers/lessons/new?lesson_template_id=7508** **STANDARDS:** RI. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 **NOTE:**	nonfiction **NONFICTION NOVEL STUDY:** Non-fiction text: *Never Caught, the Story of Ona Judge* by Erica Armstrong and Kathleen Van Cleve (whole class novel) **NONFICTION ARTICLE TO BUILD BACKGROUND KNOWLEDGE** https://www.revolutionarywarjournal.com/george-washington-slavery/ **STANDARDS:** RI. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. https://www.commonlit.org/en/texts/what-a-pro-knows-playing-to-win https://www.commonlit.org/en/texts/at-the-head-of-her-class-and-homeless https://www.commonlit.org/en/texts/marley-dias-the-13-year-old-activist-author https://www.commonlit.org/en/texts/girls-of-the-crescent-meet-the-two-teenagers-fighting-for-better-representation-in-books https://www.commonlit.org/en/texts/president-obama-s-national-address-to-america-s-	nonfiction **NONFICTION NOVEL STUDY:** Non-fiction text: *Refugee by Alan Gratz* (whole class novel) **NONFICTION ARTICLE TO BUILD CONNECTIONS** https://www.washingtonpost.com/world/interactive/2022/ukraine-war-children-refugees/ **STANDARDS:** RI. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. https://www.commonlit.org/en/texts/the-distracted-teenage-brain	historical nonfiction, narrative nonfiction **NONFICTION NOVEL STUDY:** Non-fiction texts: *The Narrative of Frederick Douglass* (whole class novel) **NONFICTION ARTICLE TO GROW ACTION** https://www.theguardian.com/world/2019/aug/14/ibram-x-kendi-on-why-not-being-racist-is-not-enough **STANDARDS:** RI. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.

		***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.	schoolchildren https://www.commonlit.org/en/texts/noticing-mistakes-boosts-learning https://www.commonlit.org/en/texts/do-people-really-change https://www.commonlit.org/en/texts/reaching-new-heights https://www.commonlit.org/en/texts/what-a-pro-knows-playing-to-win https://www.commonlit.org/en/texts/at-the-head-of-her-class-and-homeless		
DECEMBER		**NONFICTION STUDY: cont'd** **STANDARDS:** RI. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 **Non-fiction showcase for grades 5-8** **NOTE:** ***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group	**NONFICTION NOVEL STUDY: cont'd** Non-fiction text: *Never Caught, the Story of Ona Judge* **STANDARDS:** RI. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 **Non-fiction showcase for grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	**NONFICTION NOVEL STUDY: cont'd** Non-fiction text: *Refugee by Alan Gratz* **STANDARDS:** RI. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 **Non-fiction showcase for grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	**NONFICTION NOVEL STUDY: cont'd** Non-fiction texts: *The Narrative of Frederick Douglass* **STANDARDS:** RI. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 **Non-fiction showcase for grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and

		accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.			multimedia supplemental material.
JANUARY	**Unit 4: Words to Promote Social Action: Jason Reynolds author study** **Guiding Question:** How can words spark social activism? How can communities come together by deeply studying one author? How can we use literature to build empathy? How can we use supplemental materials (multimedia, poetry, art, etc) to understand a fiction piece? **Enduring Understandings:** Good readers grow by purposely studying the craft moves and vocabulary choices by a prolific and award-winning author like Jason Reynolds. Good readers enhance the experience of reading a book by also looking at the themes of a book through a variety of supplemental materials. CQA middle school readers can grow collectively by engaging in a one author, one community experience.	[Writing Unit: Personal Narratives] **UNIT 4: BOOK CLUBS** **BOOK CLUBS:** - The Disaster Days - Freak the Mighty - Holes - Restart - Fish in a Tree - Out of My Mind - Born Behind Bars - A Long Walk to Water - The War that Saved My Life - Hello Universe - Rules - Real Kids Real Stories Real Change/Challenge/ Character https://www.commonlit.org/en/texts/diary-of-a-teenage-refugee **NOTE:** ***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.	**UNIT 4: AUTHOR STUDY:** **Jason Reynolds** *Ghost* **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	**UNIT 4: AUTHOR STUDY:** **Jason Reynolds** *Look Both Ways* **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	**UNIT 4: AUTHOR STUDY:** **Jason Reynolds** *All American Boys* **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.

FEBRUARY	**BOOK CLUBS: 5th grade** **AUTHOR STUDY: 6-8 Jason Reynolds** cont'd **CRITICAL REFLECTION:** (one paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen TEST PREP Test prep unit will be disseminated in a separate Google Doc	**BOOK CLUBS cont'd** **NOTE:** ***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.	**AUTHOR STUDY cont'd: Jason Reynolds** cont'd	**AUTHOR STUDY cont'd: Jason Reynolds** cont'd	**AUTHOR STUDY cont'd: Jason Reynolds** cont'd
MARCH	TEST PREP	TEST PREP Test prep unit will be disseminated in a separate Google Doc **NOTE:** ***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed	TEST PREP	TEST PREP	TEST PREP

		on a weekly basis.			
APRIL	**Unit Four: The Power of Poetry** **Guiding Questions:** What are the poetic devices used to enhance your experience of reading a poem? How do poets convey their message while also using less words? How does visualization make you a better reader? How can you transfer skills found in analyzing a poem to other genres? How are novels in verse able to convey one unified theme to the reader? How does the placement and the selection of each word in a poem contribute to your connection to the words on the page? How can we grow vocabulary through poetry? **Enduring Understandings:** Good readers can explore feelings, figurative language, the elevation of ordinary experiences into the extraordinary, and deepen their ability to	[Writing Unit: Poetry] **POETRY:** Reading, analyzing, reflecting and connecting with poems. **Poetry Slam Grades 5-8** **NOTE:** ***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling and dictation work that will be assessed on a weekly basis. https://www.commonlit.org/en/texts/on-turning-ten On turning 10	**Poetry Immersion-** "poetry tasting" what makes a poem a poem? Explore a variety of poems (haiku, odes, free verse). **Novel in Verse:** *Locomotion by Jacqueline Woodson* **Poetry Slam Grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. https://www.commonlit.org/en/texts/jabari-unmasked	**Poetry Immersion-** "poetry tasting" what makes a poem a poem? Explore a variety of poems (haiku, odes, free verse) **Novel in Verse**: *Inside Out and Back Again by* Thanha Lai **Poetry Slam Grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	**Poetry Immersion-** "poetry tasting" what makes a poem a poem? Explore a variety of poems (haiku, odes, free verse) **Novel in Verse:** *The Poet X* by Elizabeth Acevedo **Poetry Slam Grades 5-8** **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.

	use visualization by understanding the unique qualities of poetry Good readers can identify the different types of poems. Good readers can build their stamina in reading poetry by working on a novel written in verse. **CRITICAL REFLECTION:** (one paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen				
M A Y	**Unit Five: Tales of Endurance** **Guiding Questions:** How does an author communicate themes through dialogue and character actions? How can we continue to annotate with purpose tracking for things like story elements, author's purpose, and author's point of view? How does the umbrella theme of endurance appear throughout these novels? How can we use strategies to determine unknown words (re-visit Greek and Latin roots)? How can we use knowledge we obtain from a book to make micro-changes in our community? How do we have accountable talk about endurance as a community of readers?	[Writing Unit: UDHR + Esperanza Rising] UDHR - Universal Declaration of Human Right *Esperanza Rising* by Pam Munoz Ryan **Framework:** ● Beginning of class: whole class Do Now on the ideas your are focusing on for the day (can be multi-sensory and can use multimedia) ● Majority of the class is group work, independent work or small group instruction (shared inquiry, socratic seminar etc.) ● End of class: Whole class wrap up **NOTE:** ***We must make sure to deepen scholars'	*Loser* by Jerry Spinelli **Framework:** ● Beginning of class: whole class Do Now on the ideas your are focusing on for the day (can be multi-sensory and can use multimedia) ● Majority of the class is group work, independent work or small group instruction (shared inquiry, socratic seminar etc.) ● End of class: Whole class wrap up **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	*Dress Coded* by Carrie Firestone **Framework:** ● Beginning of class: whole class Do Now on the ideas your are focusing on for the day (can be multi-sensory and can use multimedia) ● Majority of the class is group work, independent work or small group instruction (shared inquiry, socratic seminar etc.) ● End of class: Whole class wrap up **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory	*Lord of the Flies* by Willliam Goldring **Framework:** ● Beginning of class: whole class Do Now on the ideas your are focusing on for the day (can be multi-sensory and can use multimedia) ● Majority of the class is group work, independent work or small group instruction (shared inquiry, socratic seminar etc.) ● End of class: Whole class wrap up **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas

	How can we deepen our understanding of a book by supplementing the text with nonfiction experiences (multimedia and multisensory)? **Enduring Understandings:** Good readers seek to make connections to texts that have universal themes. Good readers build their reading stamina by engaging with challenging texts. Good readers grow through vocabulary acquisition and application. Nonfiction experiences can illuminate and fortify our understanding of a book. **CRITICAL REFLECTION:** (paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen)	understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.		and multimedia supplemental material.	being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.
J U N E	**Book Clubs: Picture Books and Graphic Novels** **Guiding Questions** How do graphic novels through the use of art and words convey themes and elements of a story? How does this affect the reader and your ability to absorb the storyline? How does an author communicate themes through dialogue and character actions? How can we continue to annotate with purpose tracking for things like story elements, author's purpose, and author's point of view?	[Writing Unit: Portfolio] **PICTURE BOOKS:** Historical Fiction (around the themes of social issues and equality) - group project maybe based on their own stories **Standard: RL. 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 and…** RL. 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **NOTE:**	**Realistic Fiction (Book clubs. Scholars choose 1 of 2)** *New Kid* by Jerry Kraft *All's Faire in Middle School* by Victoria Jamieson **Standard: RL. 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 and…** RL. 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**GRAPHIC NOVELS:** Fantasy and Science Fiction **(Book clubs. Scholars choose 1 of 2)** *Dune, The Graphic Novel* by Brian Herbert and Kevin J. Anderson *The Hobbit (Graphic Novel)* by J.R.R. Tolkien **Standard: RL. 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 and…** RL. 7.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms	**GRAPHIC NOVELS:** Political **(Book clubs. Scholars choose 1 of 2)** *Maus* by Art Spiegelman V for Vendetta by Alan Moore **Standard: RL. 8.1, 8.2, 8.3, 8.4, 8.5, 8.6 and…** RL. 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in

	How can we use strategies to determine unknown words (re-visit Greek and Latin roots)? How are subgenres of fiction presented in the forms of graphic novels? **Enduring Understandings** Graphic novels are real pieces of literature and not extended comics. Graphic novels have identifiable unique characteristics. Graphic novels span a variety of topics. Graphic novels engage different parts of the reader's brain because of the presentation of art and writing. **CRITICAL REFLECTION** (paragraph at end of unit) How has my vocabulary and insights grown as a result of this unit of study? (as a readers, writer, personally, and global citizen) Use artifacts to show and explain your growth through a choice of mediums	***We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material. ***All scholars will participate in whole group accelerated phonemic awareness, spelling, grammar and dictation work that will be assessed on a weekly basis.	**NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	of their approaches to similar themes and topics. **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.	terms of their approaches to similar themes and topics. **NOTE:** We must make sure to deepen scholars' understanding of the topics and ideas being discussed by intentionally building background knowledge through multi-sensory and multimedia supplemental material.

History/Social Studies (HSS):
HSS at CQA follows the NYS social studies standards. While building a strong base in the study of history and social studies, it serves as a strong support for our literacy and writing growth. Students regularly research topics, create biographies of fictional historical characters, use document based analysis to defend a point of view, and engage in structured debate.

Supporting the curriculum are the following resources:
McGraw-Hill Network: Discovering Our Past
Essential Summative Assessments in the program are as follows
5th grade: Course specific unit exams, Course specific writing projects
6th grade: Course specific unit exams, Course specific writing projects

7th grade: Course specific unit exams, Course specific writing projects
8th grade: Course specific unit exams, Course specific writing projects

Below please note the four-year course overviews:
Grade 5:

MONTH	Skills/ Standards	Content	Essential Understandings	ASSESSMENTS		NOTES**(explain the details of the assessment)
SEPTEMBER	• Identifying Central Ideas (Essential Understandings) • Identifying how resources affect civilizations • Identifying how to read a map	Unit 1 A: - Geography of the United States - Landforms/ Resources/ Rivers in the USA - Identifying location of North, South and Central America	**1.Geopgraphy of the Western Hemisphere** **2. Understanding the difference between the different regions in the USA** **3. Understanding the difference between North, South and Central America** **4. Understanding how Physical Features impact the lives of the people**	There will be 4 quizzes, two before the exams, the quizzes will be based on content and will have questions based on documents to test the scholar's understanding of cause and effect and evidence. Unit 1: Land Test		The Unit Assessments are broken up into two, because it is essential that scholars know how to identify land features and know the resources that can be found in the Western Hemisphere to connect to Unit Two. The Assessment on Early Peoples of Americas will test them on their ability to identify cause and effect and how civilizations are formed
OCTOBER	• Comparing and Contrasting early Civilizations • Identifying Geographical	Unit 1 B: Early Peoples of the Americas, How did the first humans come to the Americas and what kind of civilizations did they form? • Bering Land Bridge	**1.Geopgraphy of the Western Hemisphere** **2.Migration Routes that the first humans used** **3.First**	Unit 1: Early Peoples of the Americas		Scholars will be assigned a project to work on base on the different Native American groups from all three Americas, they

	locations ● Identifying how resources affect civilizations	● Native American Tribes that settled in the Americas: Mayas, Olmecs, Aztecs and Incas ● Identifying how civilizations apted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each. ● Discuss Role of Women in Native American societies ● Maps and Timelines on the Western Hemisphere and early Civilizations	**Humans settling and starting civilizations used the resources found in the environment** **4. Identify the different Native American Groups and how their civilization was different due to culture and regions**			will pick one group and go into detail on how they used their environment to survive
NOVEMBER (end of marking period)	● Identifying explorers who helped shape the Western	Unit 2 : Exploration and Settlement: Age of Explorations ● Latin America: Vikings, Christopher	**1.Identify why more explorers came to the Western Hemisphere** **2.Compare and Contrast**	Unit 2: Age of Explorations Test		Age of Exploration Project: Students will be given an explorer and they will create an instagram

	Hemisphere ● Identify areas of the Western Hemisphere on a map ● Identifying the Transatlantic trade and how it impacted the Western World ● Comparing and Contrasting the impact of exploration in the different area	Colomubus, Hernando Cortes ● Incas, Aztecs connection to European Explorers ● Verrazano, Cartier and Hudson explore America ● Discuss Role of Women in Age of Exploration	**the interaction between the different explorers and the Native Americans**			profile for them.
	● middle passage and how supply and demand works ● Identify natural resources and how it influenced human population	Unit 2: Exploration and Settlement: Building the Colonies ● Spanish and Portuguese Colonies ● Slavery/ Middle Passage ● Dutch/French Colonies	**1.Reasons for people coming to settle in the Western Hemisphere** **2.Trade, supply and demands which led to the increased of slavery**	Unit 2: Building the Colonies Test		

	• Distribution of land and economic activity					
JANUARY (end of marking period)	Content Skills • Comparing and Contrasting areas in North America • Identifying trades, resources and common factors that helped the colonies grow • Identifying Native American displacement	Unit 2: Exploration and Settlement: Thirteen Colonies • Southern Colonies • Middle Colonies • New England Colonies • Puritans • Pilgrims	**1.People were coming to North America for: Religious Freedom, Build a new life, Wealth and Trade 2.Comparing and Contrasting the economies of the 3 areas in North America 3.Identifying how the geography of the locations impacted the lives of the people settled there**	Unit 2: Thirteen Colonies Test		Thirteen Colonies Project: Students will be given a colony and they will create a news article on it.
FEBRUARY	• Causes of the American Revolution • Identifying why people wanted to leave Britain	Unit 3: • American Revolution: Causes of the War • French and Indian War/ Proclamation of 1763	**1.Identifying the reasons for the war 2.Comparing and Contrasting the people's rights and determination to have a voice**	Causes of the War Exam		

	• Individual Rights and Freedom	• Colonists Resisting • Stamp, Tea, Townshend Acts • Taxation Without Representation • Boston Tea Party • Boston Massacre	**3.Identify roles of individuals in social and political participation in the colonies**			
MARCH (end of marking period) And APRIL	• Effects of American Revolution on People • Economy of the New Nation/Effect of the War • Effects of the War on the American Colonists	Unit 3: American Revolution: Battles and Results • Declaration of Independence • Battles of the War: Lexington, Bunker Hill, Saratoga, and Yorktown • Patriots vs Loyalists • French Aide/Treaty with France • Treaty of Paris	**1.Identifying the role of Women and African Americans in the War** **2. Identifying how the war affected the people's lives** **3. Importance of Treaty of Paris and Declaration of Independence: giving the people their freedom/voice**	End of the War Exam		American Revolution Project: Students will create either a comic strip, poem or journal entry on the war.
MAY	• Constitutional Rights	Unit 4:	**1.Comparing and Contrasting**	Exam: Growing Nation		Project on Government: Students will draft their own

	• Natural Rights • Government Systems • Identifying central ideas (Ideas on self-government) • Federal Government	Growing Nation: Government • The Constitution • The Bill of Rights • 3 branches of Government • British North America Act and Canadian Bill of Rights	**American Government to others in the Western Hemisphere 2.Branches of the government:Separation of power and how it benefits the people 3.The individual rights and laws for citizens 4.Federal power vs. State power**			Declaration of Independence or Bill of Rights
JUNE (end of marking period)	• Recognizing continuity with history learned this year	Unit 5 Changing World • Our Nation's Economy • Free Trade • Impact from the Pandemic • Impact on the American citizens lives and economy	**1.Explain the meaning of unemployment, inflation, income and economic growth 2.Identify how the U.S. is changing and how the our lives are impacted 3.Recognize that problems that existed in our history still continues,**	Exam: Economy		-

			comparing the present to the what we learned during the school year			

Grade 6:

MONTH	Skills	Content	Essential Understandings	ASSESSMENTS	NOTES**(explain the details of the assessment)
SEPTEMBER	Content Skills: ● Map/Timeline vocabulary ● Map features ● Time and timelines ● Economics ● Physical/Political maps ● Supply and Demand/Scarcity in Economics ● Added - Stax (How to work the stock market) - builds on lemonade stand to include more intangible elements.	First few days: Procedures and Protocols of the Social Studies Classroom ● UNIT 1: Maps and how to use them - Vocabulary - Key map features - Physical/Political - Special Purpose - Scarcity and Supply and Demand	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	Unit 1: Map Exam: https://docs.google.com/forms/d/1PPcmxRYYwGCNaQ2DilFgCar3vzX9M63gGNAZnggt79c/edit Small Project Grade: Lemon Stand - Supply and Demand Quiz:1: https://docs.google.com/forms/d/1MzUy_3VK43bd9B4kjeqeHGhkr5VK60mm5M6PTzNipo0/edit Quiz 2: Lemonade Stand https://www.coolmathgames.com/0-lemonade-stand Document: https://docs.google.com/forms/d/1C2OyUYF2M5At1Iu6PamnIrFbW1Pwluyuj1AUbPkcqDY/edit?usp=drive_web	Unit 1 is the shortest unit of the year. There are two short quizzes and one test on maps and economics. Quiz 1: 10 MC 1 short answer Quiz 2: Lemonade Stand Test 1: 15 MC 3 short answer Project 1: Stax Justification: Maps are used throughout the year and are more of a skill built on throughout the year. Because of this I tend to use traditional forms of data gathering in order to speed things along AND to get easy to read data quickly for the scholars to highlight difficulties.

	Hard Skills: ● Reading tables and charts ● Placing events on timeline ● Reading maps (Reading key map features – Scale, compass, key, borders, title).			Test: www.buildyourstax.com	
OCTOBER	OVERALL SKILLS: 1) DBQ 2) MAPS (Scale, key, location, borders, titles, compass) 3) TIME/TIMELINES (Reading timelines, order) 4) DEBATE Skills - Broken Down -: ● Defend their positions - Successfully	1) Early man vocabulary 2) Neolithic/Paleolithic (Time) 3) Importance of water/rivers 4) Importance of farming/growth of farming 5) Irrigation 6) Geography of Mesopotamia 7) Sumerian/ Mesopotamian Culture 8) Sumerians to	Essential Understanding: Geographic location and natural resources determine the development of a people and their culture. A civilization's wants and needs leads to innovation and cultural diffusion.	Ad project – convince your Paleolithic friends to become Neolithic. https://docs.google.com/presentation/d/1ozy7IrxmLer35pVc7fOmwzWyA9DIgNm33vqJilaVylE/edit Quiz 1: https://docs.google.com/forms/d/1H-HEK5tVZp7qCReOMCS8qkrRavIHanO6duMw_M4Q_PQ/edit Quiz 2: https://docs.google.com/forms/d/1EZLcFUK-Pd5C_sk1stMfxo2zd9hN0eMznlG3G7	

	• Formulate their position • Read documents, read graphs and charts. • Reading tables and charts • Placing events on timeline	Mesopotamians 9) Inventions of the Mesopotamians (Including Cuneiform) 10) Epic of Gilgamesh 11) Hanging Gardens		Zoyfs/edit	
NOVEMBER (end of marking period)	**OVERALL SKILLS:** **DBQ** MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position	6) China vocabulary 7) Geography of China 8) The Zhou dynasty 9) Religions of China (Buddhism, Daoism, Legalism, Confucianism 10) ADDED - Tibet 11) ADDED - Election Day 12) ADDED - Shang Dynasty	Essential Understanding: Geographic location and natural resources determine the development of a people and their culture. A civilization's wants and needs leads to innovation and cultural diffusion.	DBQ (If selected): https://drive.google.com/file/d/11GeyUvaHwePJMMeZ6Lg8AT44zTndCkxz/view?usp=sharing Ad Project (If selected): https://docs.google.com/presentation/d/1PwH2skb6M3L3_iVDDBjczLkRNEptU-7y5UdQoOnFUPo/edit	

	3) Read documents, read graphs and charts. 4) Reading tables and charts 5) Placing events on timeline				
DECEMBER	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position 3) Read documents,	1) Technology of Ancient China 2) Trade in ancient China 3) Great Wall of China **ADDED:** 4) Trade around the world (Silk Road) 5) Footbinding	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	Major Project: DBQ Documents activity	

	read graphs and charts. 4) Reading tables and charts 5) Placing events on timeline				
JANUARY (end of marking period)	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position 3) Read documents, read	6) Vocabulary of Egypt 7) Geography of Egypt 8) Nile River 9) Scarcity 10) Egyptian Burials 11) Egyptian Culture **ADDED:** 7) Powerful leaders	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	Minor Project: Nile River Cubes Minor Project: Embalm a pharaoh DBQ Project Quizzes Tests	

	graphs and charts. 4) Reading tables and charts 5) Placing events on timeline				
FEBRUARY	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position 3) Read documents, read graphs and charts.	6) Vocabulary 7) Geography 8) People of Greece (minoan, mycenaean, athenian, spartan) 9) Governments of Greece 10) People of Athens and Sparta (men and women)	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	DBQ:https://drive.google.com/file/d/1pv3JFj8CYnx1-w8f4l8AQrlRy5cx8k69/view?usp=sharing Quizzes and Tests	

	4) Reading tables and charts 5) Placing events on timeline				
MARCH	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position 3) Read documents, read graphs and charts.	6) The inventions of the Greeks 7) Persians Vs. Greece 8) Greek civil war 9) Thinkers of Greece 10) The Macadonians (Philip + Alexander)	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	DBQ Assignment Quizzes Tests	

	4) Reading tables and charts 5) Placing events on timeline				
APRIL (end of marking period)	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position 3) Read documents, read graphs	6) Vocab 7) Geography 8) Government of Rome 9) Economics (Inflation) 10) Decline of the	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	DBQ Assignment continued Quizzes Tests	

	and charts. 4) Reading tables and charts 5) Placing events on timeline				
MAY	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully 2) Formulate their position	6) Rise of the Roman Empire 7) Fall of the Roman Empire 8) Accomplishments of Rome (Aqueducts, Colosseum, Bureaucracy) 9) Soldiers and warfare of Rome 10) People of Rome (Women and Men)	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	Colosseum Project Quizzes Tests	

	3) Read documents, read graphs and charts. 4) Reading tables and charts 5) Placing events on timeline				
JUNE (end of marking period)	**OVERALL SKILLS:** DBQ MAPS (Scale, key, location, borders, titles, compass) TIME/TIMELINES (Reading timelines, order) DEBATE **Skills - Broken Down -:** 1) Defend their positions - Successfully	6) Medieval Europe Vocabulary 7) Medieval Geography 8) Feudalism 9) Knights and battles/Crusades 10) Black Death	Essential Understanding: Geography determines the development and survival of a people and their culture. A people's ability to meet their wants and needs is shaped by geography and environment.	Quiz Test	

	2) Formulate their position 3) Read documents, read graphs and charts. 4) Reading tables and charts 5) Placing events on timeline				

Grade 7:

MONTH	Skills/ Standards	Content	Essential Understandings	ASSESSMENTS	NOTES**(explain the details of the assessment)
SEPTEMBER	<u>Content Skills</u>: - Geography - Human settlement - Map Features - Culture - Economics Hard Skills: - Geographic Reasoning (1, 3) - Gathering, Interpreting and Using Evidence - Geographic Reasoning - Comparison &	Pre- Unit -(First week-ish, 4 days) ▪ Geography <u>7.1 Native Americans</u> ■ Theories of human settlement in the Americas ■ The influence of geographic and climate factors on Native American culture groups ■ Compare and contrast different Native American culture groups	1. Geography doesn't determine how people live but changes their lifestyle→ People learn to adapt to their environment and available food source. 2. Native Americans in North America settled into different regions and	Quiz 1: Geography, Human Settlement Quiz 2: Native Americans Project: Native American Compare and Contrast.	- Mix of MC and short answer. - Mix of MC and short answer. - Pick two different tribes from

	Contextualization	7.2 Colonial Developments ■ Technological developments ■ European voyages to North America ■ European interaction with ▪ native peoples and effects	developed their own cultures. 1.. British American colonies were set up for strictly economic and social ventures.		two different regions and compare/contrast them in two paragraphs.
OCTOBER	Content Skills - Social, economic and scientific improvements. Hard Skills - Geographic Reasoning - Comparison & Contextualization - Chronological Reasoning	7.2 Colonial Developments ■ Reasons for European colonization ■ Examine characteristics of each region ■ Examine the Middle Passage ■ Colonial slavery 7.3 American Independence ■ Effects of the French and Indian War ■ Examine economic changes between colonies and Britain ■ Compare proportions of Loyalists and Patriots	2. Colonial life offered new opportunities for colonists. 3. Colonial America had a variety of social structures under which not all people were treated equally. 1. 1. Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. 2. 3. .2. Stemming from the French	Quiz 3: European colonization Project: Colonial Brochures Quiz 4: Colonial Regions / Middle Passage / Slavery	- Mix of MC and short answer. - Scholars will create either digital or physical brochures for a colony of their choice. The objective is to create something that will entice potential colonists to move to their colony, using facts that they have learned about the colony's region, geography, attractions, etc. - Mix of MC

			and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent		and short answer.
NOVEMBER (end of marking period)	Content Skills - Social, economic and scientific improvements - Hard Skills - Chronological reasoning - Civic Participation - Comparison & Contextualization	7.3 <u>American Independence</u> ■ Examine the events at Lexington and Concord ■Examine the influences of the Enlightenment ■Examine the Declaration of Independence ■ Explore varies military strategies used and allies ■Examine the terms of the Treaty of Paris 7.4 <u>Historical Development of the Constitution</u> ■ Identify the success and failures of the Articles of Confederation	3. Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence. 1. 2. 3. 4. 1. The newly developed states faced political and economic struggles under the Articles of Confederation.	Exam 1: Pre-Unit, Unit 7.1, 7.2 (Quarter 1) Project: Patriot/Loyalist Speech	- Mix of MC and short answer. - Scholars will partner up / get into small groups and divide themselves out into camps of either Patriots or Loyalists, then write a two/three paragraph speech about why their side is right. Present after completion.

			These challenges resulted in a Constitutional Convention, a debate over ratification, and the passing of the Bill of Rights.		
DECEMBER	Content Skills - Representation and process - Conflict and compromise - Basic structure and function: three branches of government - Establishing a stable political system Hard Skills - Civic Participation - Chronological reasoning - Gathering, interpreting and using evidence	■Explore the compromises made during Constitutional Convention ■Examine the idea of federalism (7.5) 7.5 <u>The Constitution in Practice</u> ■ Examine the idea of federalism ■ Bill of Rights ■ Examine the precedents of Washington's presidency ■ Examine Hamilton's Economic Plan ■ Examine *Marbury v Madison* ■Examine the Louisiana Purchase ■ Causes and Effects of the War of 1812, including the Era of Good Feeling	2. Advocates for and against a strong central government were divided on issues of states' rights, limits on federal power, guarantees of individual freedoms, etc. Compromises were needed to ratify the constitution. 1. Constitution in Practice: The constitution is considered a living document that serves as the foundation for the U.S. government and outlines the rights of its citizens	Quiz 5: American Independence Quiz 6: Articles of Confederation Quiz 7: Constitution	- Mix of MC and short answer. - Mix of MC and short answer. - Mix of MC and short answer.
JANUARY (end of marking period)	Content Skills - Conflict and compromise	7.5 <u>The Constitution in Practice</u> ■ Missouri Compromise	2. The constitution established three branches of	Quiz 8: Louisiana Purchase / Marbury v.	- Mix of MC and short

	Hard Skills - Economic and Economic systems - - Gathering, Interpreting and Using Evidence	■ The Monroe Doctrine (1823) 7.6 <u>Westward Expansion</u> ■ Examine the growth of white male suffrage during Jackson's administration ■Examine the conditions faced on the Trails of Tears and the effect of removal ■ Examine examples of Native American resistance to westward settlement	government, as well as a system of checks and balances that guides the relationship between the branches of government. Individual rights of citizens are addressed in the Bill of Rights. 3. The constitution allows for a formal process for change via amendments. 1. Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. 2. This settlement displaced Native Americans as the frontier was pushed westward.	Madison Exam 2: 7.3, 7.4 (Quarter 2) Quiz 9: War of 1812 Quiz 10: Andrew Jackson	answer - Mix of MC and short response. - Mix of MC and short answer. - Mix of MC and short answer.
FEBRUARY	Content Skills - Investigate reform movements - Examine enslaved Africans Hard Skills - Economic and Economic	7.6 <u>Westward Expansion</u> ■ Examine the way westward movements affected the lives of women and African Americans ■ Compare and evaluate the ways in which territories from the Mexican Cession were added to the U.S.	3. Conflict and compromise with foriegn nations occurred regarding the physical expansion of the United States during the 19th century.	Quiz 11: U.S. / Native American conflict Quiz 12: U.S.-Mexico War	- Mix of MC and short answer. - Mix of MC and short answer.

	System - Civic Participation				
MARCH (end of marking period)	Content Skills - Industrialization - Constitutional Conflicts Hard Skills - Chronological reasoning - Comparison and Contextualization - Geographic Reasoning	7.7 <u>Reform Movements</u> ■ Investigate examples of early 19th century reform movements ■ Examine ways in which enslaved Africans organized and resisted their conditions ■Explore the efforts of Abolitionist ■ Examine the effects of *Uncle Tom's cabin*	1. Social, political and economic inequalities sparked various reform movements and resistance efforts. 2. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.	Project: Reform Movements Magazine Exam 3: 7.5, 7.6 (Mark for Quarter 3) Quiz 13: Abolitionism (Mark for Quarter 4)	- Scholars will get into groups and create virtual magazines filled with articles based on various reform movements that we have looked at throughout the unit. Each scholar will be responsible for writing one piece per magazine, and roles will be assigned for the creation and organization of the magazine. Once magazines have been finished, groups will present to the class. - - Mix of MC and short response. - Mix of MC and short answer.
APRIL	Content Skills - Industrialization - Constitutional Conflicts	7.7 <u>Reform Movements</u> ■Examine NY's role in the abolitionist Movement ■Examine the efforts of women to acquire more rights	1. Westward expansion, the industrialization of the North, and the increase of slavery in the	Quiz 14; Women's Rights, Child Labor, Temperance, etc.	- Mix of MC and short answer.

	Hard Skills - Chronological reasoning - Comparison and Contextualization - Geographic Reasoning	■ Explain the significance of the Seneca Falls Convention 7.8 <u>A Nation Divided</u> ■ Examine regional economic differences as related to industrialization ■ Examine efforts to resolve conflicts over the expansion of slavery ■Examine growing sectional tension within the US.	South contributed to the growth of sectionalism.		
MAY	Content Skills - Geography - Military strategies - Aftermath of war Hard Skills - Civic Participation - Geographic Reasoning - Chronological Reasoning	7.8 <u>A Nation Divided</u> ■ Examine long- and short- terms causes of the Civil War. ■ Identify which states seceded to form the Confederacy ■ Compare the advantages and disadvantages of the North and South ■ Examine how the use of various technologies affected the conduct and outcome of the war ■	2. Constitutional conflicts between advocates of States rights and supporters of federal power increased tensions in the nation. 3. Attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.	Quiz 15: Causes of Civil War Quiz 16: North vs. South	- Mix of MC and short answer. - Mix of MC and short answer.
JUNE (end of marking period)	Content Skills - Geography - Military strategies - Aftermath of war Hard Skills - Chronological Reasoning - Civic	Examine the enlistment of freed slaves ■Examine the role of women civilians and free African Americans		Exam: 7.7, 7.8 (Quarter 4) Project: Civil War board game	- Mix of MC and short answer - Scholars will work in groups constructing board games based on the Civil War,

	Participation				then once completed they will spend a couple of days playing each other's games.

Grade 8:

MONTH	Skills	Content	Essential Understandings	ASSESSMENTS	NOTES**(explain the details of the assessment)
September-Early October	Content Skills: ● a.Civic Participation-Constitutional Rights ● Economic Systems ● Identifying Central Ideas (Brass Tacks Modeling) ● Geographical Reasoning ● Chronological Reasoning ● Comparing/Contrasting Hard Skills: ● Graphic/Table Skills ● Citing evidence ● Presenting arguments based on evidence.	1. North vs. South 2. Slavery 3. Compromises 4. Election of 1860 5. Start of War/Fort Sumter 6. Hardship of War/Conditions of war/soldiers 7. Emancipation Proclamation 8. Important Battles 9. 54th Massachusetts Regiment	❖ Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between States rights advocates and supporters of a strong federal government. ❖ As the nation expanded geographically, the question of slavery in new territories and states led to	**2 Quizzes-1 Exam** **1 Quiz (Events of Civil War)** **1 Quiz (Reconstruction)** **Unit 1: Civil War/Reconstructoin Exam**	**Traditional Assessment 25 MC** **DBQ Short answer part 2.**

		10. End of War 11. Plans of Reconstruction 12. Reconstruction Amendments/Government Actions 13. Sharecropping/Black Codes/Struggles for African Americans 14. Current Events Connection: Are Isremoval of Confederate Statues justified? (Lesson-	increased sectional tensions. Attempts at compromise ended in failure. ❖ Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states. ❖ Students will examine both long- and short-term causes of the Civil War. ❖ Students will examine the goals and content of Lincoln's Emancipation Proclamation		

			. ❖ Students will examine how the use of various technologies affected the conduct and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography. 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation. 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand		

			the rights and protect the citizenship of African Americans. ➢ Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and 8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans. ➢ Students will explore methods used by Southern state governments to impact the lives of African		
October/Early November (End of Marking period 1)	Content Skills: ● a.Civic Participation-Constitutional Rights ● Economic Systems ● Identifying Central Ideas (Brass Tacks Modeling)	Unit 2: Industrialization/Immigration. How did rise of Industry and immigration change American cities? ● Leaders of Industry	1. Tech developments changed the modes of production, & access to natural resources □ increased industrialization. 2. Demand for labor resulted in	-2 traditional quizzes Authentic Assessment: Unit 1: Immigration Project	-For Authentic Assessment for Unit 2, I will expand on project from previous years. Since I want to incorporate other aspects of Unit 1, I will be adding to 2 new topics: -Aspects of lower class factory working conditions

	● Comparing/Contrasting Hard Skills: ● Graphic/Table Skills ● Citing evidence ● Presenting arguments based on evidence.	● Captain of Industry/Robber Baron ● Violent Strikes ● Push/Pull Immigration ● Immigrant life Immigration Comparison Project: As a follow-up to the Immigration Journal Project, Scholars will create projects that compare Immigrant Experience of today to that of the turn of the 20th Century. Unit 2: Progressive Movement: How did individuals/groups/government try to deal with problems in society? ● Political Machines/ Spoils System ● Muckrakers ● Those excluded from Reform (Here there will be emphasis on struggles of immigrants, African	increased migration and a rapid increase in immigration. **3.** Pop. density, diversity, tech, & industry shaped social, cultural, & economic lives. 4. Increased urbanization & industrialization □ to increasing conflicts over immigration, □ changes in labor conditions, & led to political corruption. 5. In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions. 6.Progressive era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.	https://docs.google.com/document/d/1X3dzdn969j_8wuWLe1WAMNZsLAZsTt1O956jzRAUGmA/edit	in cities. -Commentary on changes needed in society (Progressive Era)

		Americans, and other minorities at the turn of century not met by Progressive reforms. ● Chinese Exclusion Act: Why were they treated differently from other immigrant groups? What connections can we make to today? (Travel Ban, Immigration Detention Centers) Current Events Article Free Choice #1: Scholar will choose an article of their choice. Create a response to be handed in. 6-8 scholars will be chose each time to present each time we do this throughout the year.			
NOVEMBER	Content Skills: ● Geography Skills ● Geographic reasoning: (Effects of	Unit 3 Expansion. How did growth out west bring both positives and negatives to U.S.? ● Factors leading to Westward	● Continued westward expansion contributed to increased conflicts with Native	Uni 3 Will have Traditional Assessment: 2 Quizzes and 1	Unit Exam 25 Multiple Choice Essay.

	geography on society. Understanding of Latin America)/ Map skill questions) Chronological Reasoning ‘ Hard Skills: ● Citing evidencePresenting arguments based on evidence. ● Identifying Central Ideas **(Remain Guided)** ● **Peer discussions.** ● **Cause and Effect**	Expansion/ Boomtown /Ghosttown Phenomenon ● Life out west (Follow-up reading on history of Hispanic and African American farmers and their contributions to the West) ● Farmer’s Organize ● Native American Conflicts. ● /Dawes Act. (Focus on cultural identity vs Americanization How do immigrants today struggle with assimilation vs. multiculturalism?) v **Current Events: Lesson: Discovering the atrocities of Native American Boarding schools in Canada.**	Americans. ● ➢ Students will examine the impact of the transcontinental railroad on the movement toward westward expansion. ● The Spanish-American War contributed to the rise of the United States as an imperial power. ● The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.	Formal Exam	

		Unit 3: Imperialism: How did U.S. growth outside of U.S. bring both positive and negative effects on our power? ● Imperialism vs isolationism ● Acquiring new territories ● Spanish American War Causes: ● Results/ effects of Spanish American War. ● Panama Canal ● Presidential Control in Carribean.			
DECEMBER- Early January (Last assessment of Quarter 2)	Content Skills: Graphic/Table Skills ● Geographic reasoning: (Effects of	**Unit 4: WWI:** How did tensions in Europe lead to war? How did WWI affect both life at home as well it's world power? ● Causes of WWI	8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start	Authentic Assessment	WWI in Review Project Choice of Modes: Narrated Google Slide: Using Flip Grid WWI in Review Magazine: (Google Docs)

	geography on society/Map skill questions) ● Citing evidence ● Presenting arguments based on evidence. ● Cause and Effect Hard Skills: ● Identifying Central Ideas **(Begin transitioning to independently identifying brass tacks)** ● Continue peer discussion ● Managing authentic assessment project in stages.	● Trench Warfare/Technology of War ● Neutrality to War ● Immigrants allegiance during war: American loyalty vs. Native Country loyalty ● Effects on Society -Helping on the War front Women's Role -Losing Rights (Sedition/Espionage Acts Minorities during War. (A look at African American and other minorities who fought/helped during War) ● American on the Battle field ● Treaty of Versailles (Argumen= writing	of World War I. 8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States. 8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties. 8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.		Imovie News Report Topics needed to be included: a. Causes of War b. Reasons for U.S. joining c. Changes in warfare d. Effects at home in U.S.(Positive and Negative) e. Results of War
End of January(remaind	Content Skills: ● Graph/Tab	**Unit 4: The Roaring Twenties**	8.4e After World War I, the United States	2 Traditional	DBQ Exam will be in 2 parts

er of Month	le Skills ● Geographic reasoning: (Effects of geography on society/Map skill questions) ● Citing evidence ● Presenting arguments based on evidence. ● Economic Systems ● Cause and Effect Hard Skills: ● Identifying Central Ideas **(brass tacks)** ● Continue peer discussion ● DBQ Essay writing (1920s)	● Harding/Coolidge (return to normalcy/Teapot Dome) ● Economic Boom of the 1920s ● Racial Tensions of 1920s (Tulsa Race Riots/St :Louis Riots) ● Sacco Vanzetti/Scopes Trials - Connection to questions on the Judicial System. How do immigrants /POC face inequalities in the justice system? ● Prohibiton ● Nativism/Quota System Current Event: Free Choice Article #2	entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture. ➢ Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment. ➢ Students will examine the reasons for and impact of prohibition on American society. ➢ Students will examine examples of World War I and postwar race relations such as the East St. Louis riots, the Silent March, and the Tulsa riots. Students will examine the societal effects of court cases of Sacco Vanzetti and the Scopes Trial.	Quizzes DBQ Exam	Part 1: Short Answer Scaffolding Questions based on images, text, an charts/graphs Part 2: DBQ Essay where scholars will use information from at least 4 documents to write their essay.

FEBRUARY-early March (Second Assessment will be last for quarter 3)	Content Skills: ● Graph/Table Skills ● Chronological Reasoning ● Geographic reasoning: (Effects of geography on society/Map skill questions) ● Citing evidence ● Presenting arguments based on evidence. ● Economic Systems ● Cause and Effect Hard Skills: ● Identifying Central Ideas **(brass tacks)** ● Continue peer discussion ● Oral Presentation Skills (Script and audio recording)	Unit 5: The Great Depression: ● Causes of Depression/The Crash ● Hoover's Response ● FDR's New Deal ● Dust Bowl ● Depression Entertainment ● Second New Deal/Critics of New Deal ● Redlining-Great Depression Redlining made banking loans to Black Americans attempting to receive loans. Current Events: What are the effects of Redlining seen in society today? (Lesson, article and response: ● Mexican Deportations due to westward migration	8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression. 8.5b The Great Depression and the Dust Bowl affected American businesses and families. 8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.	Authentic Assessment: Great Depression Audio Diaries	Audio Diaries Project -Scholars will record Audio diaries of people of various classes/geographies and their experiences with the Depression. a. Stockbroker in NYC b. Farmer in Great Plains c. Migrant Worker in Chicago. d. Minority living in either city or rural area. Scholars will create script first and then record these journals one at a time. Both script and recording will be submitted.

		(Dust Bowl effects) ● Asian-American effects- Many East Asians still feeling restrictions of limitations put on China and Japan. (Many began to return to Asia or flee to Central or South America due to lack of response to their communities during the Depression.)			
Early March-Mid April (First assessment of Quarter 4)	Content Skills: ● Citing evidence ● Presenting arguments based on evidence. ● Economic Systems ● Cause and Effect ● Chronological Reasoning Hard Skills:	Unit 6: World War II ● Totalitarian Governments/Rise of Dictators ● Appeasement ● Early Stages of War/American Neutrality ● Pearl Harbor ● American at home	8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia. 8.6b From 1939 to 1941, the United States government	Traditional Assessments 2 quizzes 1 Exam	30 Multiple Choice Part 2: Document Based Short response questions.

	• Identifying Central Ideas **(brass tacks)** • Continue peer discussion • Creating brass tacks review guides independently) • Preparing/ Holding Debates)	Heroes of WWII Mini-Project Minorities during War. (A look at how minorities who fought/helped during War) • Japanese Internment (Argumentative writing) • Current Events Lesson Connection: Comparing Japanese Interment to ICE Detention Centers • Victory in Europe • The Holocaust • Ending War in Japan/Use of Atomic Weapons.	tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use. 8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization and the protection of human rights. ➢ Students will examine the role of air power by the allies, including the use of the atomic bombs Hiroshima and Nagasaki.		
APRIL-mid May	Content Skills: • Citing	Unit 7: Cold War Conflicts	8.7a The Cold War was an ongoing	2 Quizzes DBQ Exam	Similarly to 1920s, DBQ exam will be graded in 2 parts. Scaffolding

	evidence ● Presenting arguments based on evidence. ● Civic Participation ● Cause and Effect ● Chronological Reasoning Hard Skills: ● Identifying Central Ideas **(brass tacks)** ● Continue peer discussion ● Creating brass tacks review guides independently) ● Preparing/ Holding Debates)	● Early Years/Crisis in Berlin ● McCarthyism -Addition of the discussion of the Lavender Scare. Besides the fear of Communism. There was a new focus on the targeting of Homosexuals in the U.S. by McCarthy and others. (Lavender Scare) ● 1950s societal changes (Violence increasing in 1950s toward African Americans and other minorities) ● Korean War ● Bay of Pigs ● Cuban Missiles Crisis ● Vietnam War ● Kent State	struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe. 8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism. ➢ Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War. 8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.		questions day 1, the essay will be day 2.

		Masscre ● Songs of Protest Current Events Article Free Choice #3:			
Mid May-Early June	Content Skills: ● Citing evidence ● Presenting arguments based on evidence. ● Civic Participation ● Cause and Effect ● Chronological Reasoning Hard Skills: ● Identifying Central Ideas **(brass tacks)** ● Continue peer discussion ● Creating brass tacks review guides independently) ● Making connections to CIvil RIghts today. ● Choosing figure/Conducting	Unit 7: CIvil Rights Movement ● Early examples of Civil Rights ● Plessy v Ferguson ● Brown v. board of education/ Little Rock nIne ● Key Events of the Movement ● MLK/Malcolm X Comparison ● Kennedy/Johnson efforts ● Latino Civil Rights Movement (Caesar Chavez) ● Stonewall Riots ● Civil Rights Today:What work do we still have to do? ● End of Year: Living	8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society and eventually brought about equality under the law but slower progress on economic improvements. 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups. 8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society. 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in	There will be 2 traditional quizzes on content related material on essential understandings. For major assessment we will have an Authentic Assessment	Civil Rights Leader Living Museum **Possible Idea Scholars will choose a Civil Rights Leader that is not usually discussed within Unit (Not MLK, Malcolm X, Rosa Parks) -Conduct research on that person. -prepare to act as that person during a living museum presentation in June. (Possibly have other classes attend) -Scholars will have to say a script during the living museum detailing the importance of that person. (They can have chromebook presentation behind them or poster boards of information/Pictures as people visit them.)

	research for assignment ● Preparing/ Holding Debates)	Museum Project:	American society.		

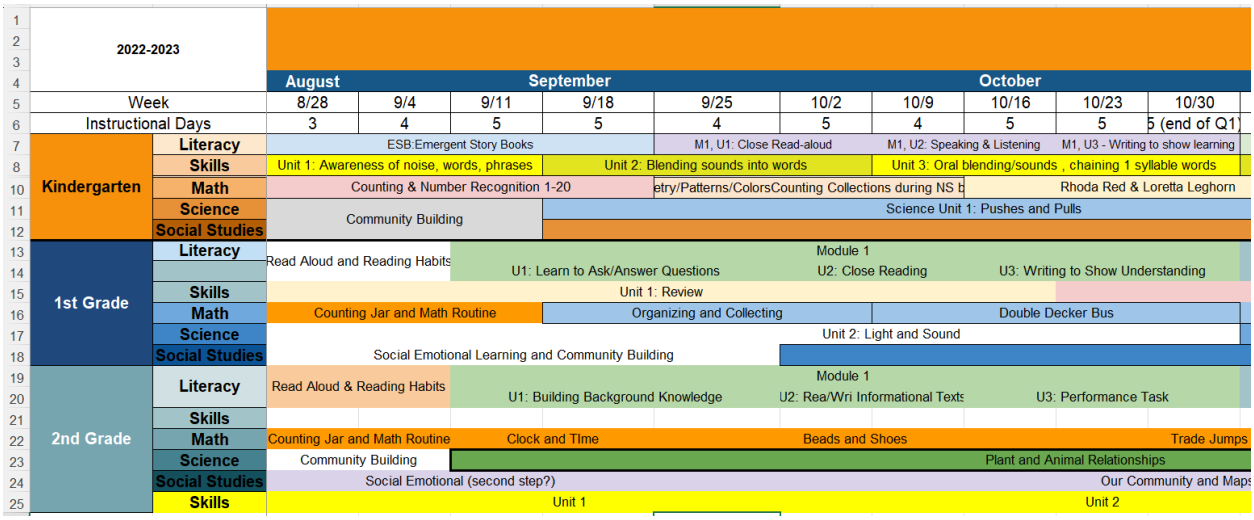
Elementary School

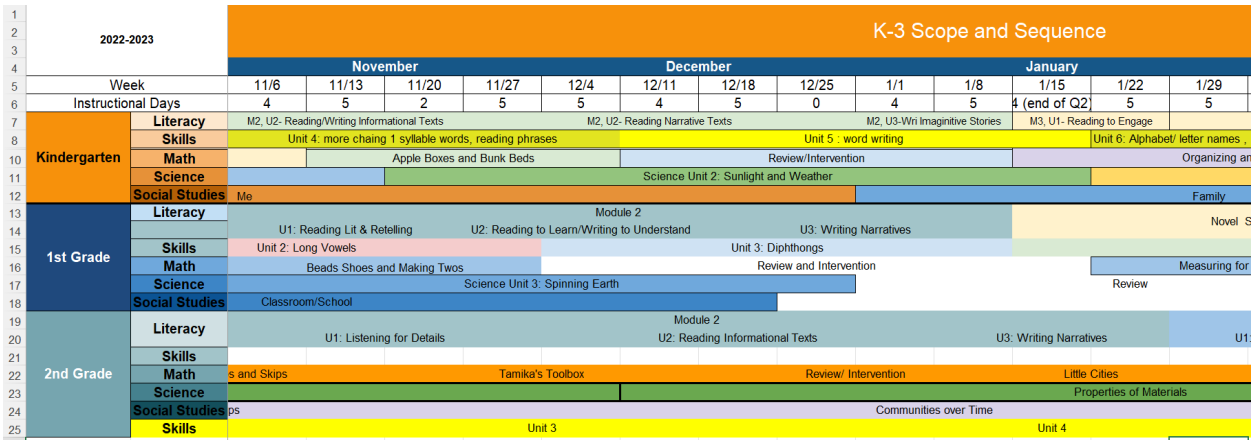
Math:
CQA has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA's program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with the IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual math growth goals.
The elementary math curriculum is a combination of Cognitive Guided Instruction for number stories and Context for Learning for math workshop. While Cognitive Guided Instruction (CGI) is not a curriculum, it is a framework that helps teachers to understand how children's mathematical ideas develop and provide an opportunity to build on the child's own thinking.

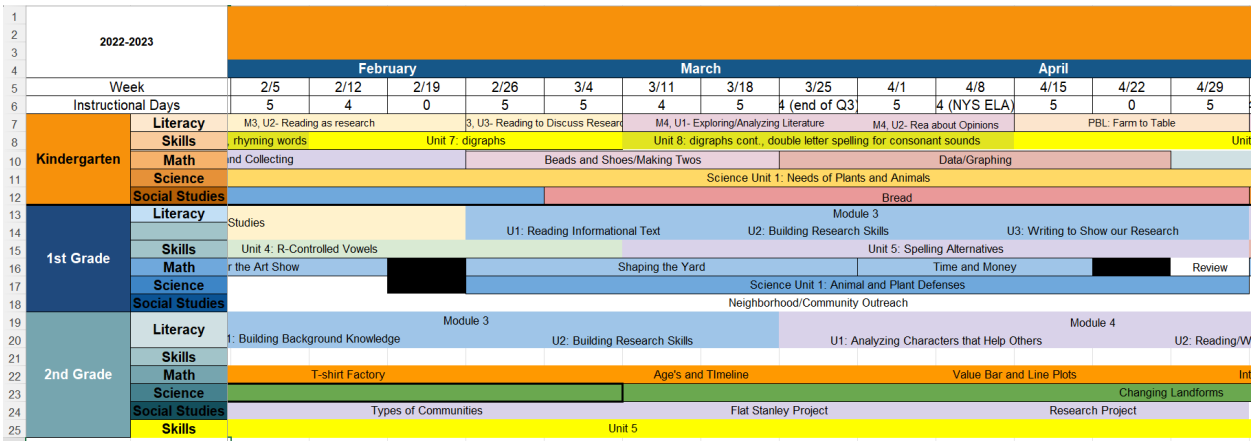
ELA:
The ELA curriculum across Central Queens Academy Charter Schools (CQA) incorporates the Expeditionary Learning-developed curriculum model which is aligned to the Next Generation Learning Standards. The program is built into theme-specific modules, each one with an increasing emphasis on students reading grade-level texts with appropriate scaffolds for both reading and for writing development. Then, each module is punctuated with flexible grouped novel studies. Using the extended day and literacy time (3 hours/day), it is devised to strategically mesh *The Science of Reading* approach with the Expeditionary Learning curricular modules. This blended approach was intentionally chosen after a thorough review of curricula because together they can bridge the gap between the teaching of foundational decoding skills and building depth of comprehension. Built into the program, is a robust and authentic assessment program that regularly provides individualized student data. The frequent authentic assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals.

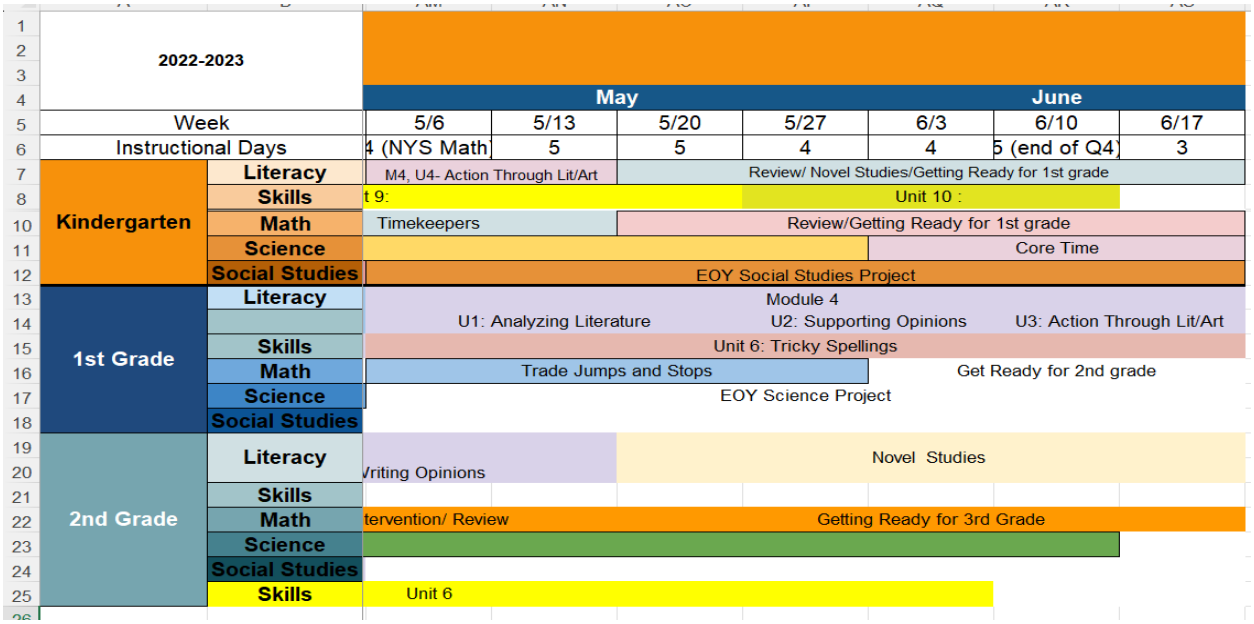
Science:
Similar to math, CQA has built an accelerated science program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem solving while building conceptual understanding of basic scientific constructs. CQA strives to build the understanding THROUGH the hands-on experimentation, rather than PRIOR TO. In the elementary grades we use the Amplify Science curriculum with 3-4 blocks per week.

Scope & Sequence Map (*artifact from CQAES 2022-2023 school year)*


2022-2023
August
September
October
Week
8/28
9/4
9/11
9/18
9/25
10/2
10/9
10/16
10/23
10/30
Instructional Days
3
4
5
5
4
5
4
5
5
5 (end of Q1)
Kindergarten
Literacy
ESB:Emergent Story Books
M1, U1: Close Read-aloud
M1, U2: Speaking & Listening
M1, U3 - Writing to show learning
Skills
Unit 1: Awareness of noise, words, phrases
Unit 2: Blending sounds into words
Unit 3: Oral blending/sounds , chaining 1 syllable words
Math
Counting & Number Recognition 1-20
etry/Patterns/ColorsCounting Collections during NS b
Rhoda Red & Loretta Leghorn
Science
Community Building
Science Unit 1: Pushes and Pulls
Social Studies
1st Grade
Literacy
Read Aloud and Reading Habits
Module 1
U1: Learn to Ask/Answer Questions
U2: Close Reading
U3: Writing to Show Understanding
Skills
Unit 1: Review
Math
Counting Jar and Math Routine
Organizing and Collecting
Double Decker Bus
Science
Unit 2: Light and Sound
Social Studies
Social Emotional Learning and Community Building
2nd Grade
Literacy
Read Aloud & Reading Habits
Module 1
U1: Building Background Knowledge
U2: Rea/Wri Informational Texts
U3: Performance Task
Skills
Math
Counting Jar and Math Routine
Clock and TIme
Beads and Shoes
Trade Jumps
Science
Community Building
Plant and Animal Relationships
Social Studies
Social Emotional (second step?)
Our Community and Maps
Skills
Unit 1
Unit 2


2022-2023
K-3 Scope and Sequence
November
December
January
Week
11/6
11/13
11/20
11/27
12/4
12/11
12/18
12/25
1/1
1/8
1/15
1/22
1/29
Instructional Days
4
5
2
5
5
4
5
0
4
5
4 (end of Q2)
5
5
Kindergarten
Literacy
M2, U2- Reading/Writing Informational Texts
M2, U2- Reading Narrative Texts
M2, U3-Wri Imaginitive Stories
M3, U1- Reading to Engage
Skills
Unit 4: more chaing 1 syllable words, reading phrases
Unit 5 : word writing
Unit 6: Alphabet/ letter names ,
Math
Apple Boxes and Bunk Beds
Review/Intervention
Organizing an
Science
Science Unit 2: Sunlight and Weather
Social Studies
Me
Family
1st Grade
Literacy
Module 2
U1: Reading Lit & Retelling
U2: Reading to Learn/Writing to Understand
U3: Writing Narratives
Novel S
Skills
Unit 2: Long Vowels
Unit 3: Diphthongs
Math
Beads Shoes and Making Twos
Review and Intervention
Measuring for
Science
Science Unit 3: Spinning Earth
Review
Social Studies
Classroom/School
2nd Grade
Literacy
Module 2
U1: Listening for Details
U2: Reading Informational Texts
U3: Writing Narratives
Skills
Math
s and Skips
Tamika's Toolbox
Review/ Intervention
Little Cities
Science
Properties of Materials
Social Studies
ps
Communities over Time
Skills
Unit 3
Unit 4


2022-2023
February
March
April
Week
2/5
2/12
2/19
2/26
3/4
3/11
3/18
3/25
4/1
4/8
4/15
4/22
4/29
Instructional Days
5
4
0
5
5
4
5
4 (end of Q3)
5
4 (NYS ELA)
5
0
5
Kindergarten
Literacy
M3, U2- Reading as research
3, U3- Reading to Discuss Researc
M4, U1- Exploring/Analyzing Literature
M4, U2- Rea about Opinions
PBL: Farm to Table
Skills
rhyming words
Unit 7: digraphs
Unit 8: digraphs cont., double letter spelling for consonant sounds
Math
nd Collecting
Beads and Shoes/Making Twos
Data/Graphing
Science
Science Unit 1: Needs of Plants and Animals
Social Studies
Bread
1st Grade
Literacy
Studies
Module 3
U1: Reading Informational Text
U2: Building Research Skills
U3: Writing to Show our Research
Skills
Unit 4: R-Controlled Vowels
Unit 5: Spelling Alternatives
Math
r the Art Show
Shaping the Yard
Time and Money
Review
Science
Science Unit 1: Animal and Plant Defenses
Social Studies
Neighborhood/Community Outreach
2nd Grade
Literacy
Module 3
1: Building Background Knowledge
U2: Building Research Skills
Module 4
U1: Analyzing Characters that Help Others
U2: Reading/W
Skills
Math
T-shirt Factory
Age's and TImeline
Value Bar and Line Plots
Int
Science
Changing Landforms
Social Studies
Types of Communities
Flat Stanley Project
Research Project
Skills
Unit 5



2022-2023		May				June		
Week		5/6	5/13	5/20	5/27	6/3	6/10	6/17
Instructional Days		4 (NYS Math	5	5	4	4	5 (end of Q4)	3
Kindergarten	Literacy	M4, U4- Action Through Lit/Art		Review/ Novel Studies/Getting Ready for 1st grade				
	Skills	t 9:			Unit 10 :			
	Math	Timekeepers		Review/Getting Ready for 1st grade				
	Science					Core Time		
	Social Studies	EOY Social Studies Project						
1st Grade	Literacy	Module 4						
		U1: Analyzing Literature			U2: Supporting Opinions		U3: Action Through Lit/Art	
	Skills	Unit 6: Tricky Spellings						
	Math	Trade Jumps and Stops				Get Ready for 2nd grade		
	Science	EOY Science Project						
	Social Studies							
2nd Grade	Literacy	Writing Opinions		Novel Studies				
	Skills							
	Math	tervention/ Review		Getting Ready for 3rd Grade				
	Science							
	Social Studies							
	Skills	Unit 6						

(e) Promotion and Graduation Policy

CQA believes that it is imperative to do everything in our power to make sure that scholars are set up for success. Part of setting scholars up for success is striving to keep the window of time before our scholars reach college as small as possible. That means that we do everything in our power to avoid scholar retention, though we understand that there are cases in which scholars cannot be successful moving on without repeating the year's content and skills along with added supports. Those decisions are at the sole discretion of CQA's School Director.

Minimum Course Passing Grade: 70%
Minimum Promotion Standards:

- A yearlong average of 70% in ELA + a yearlong average of 70% in either math, science or social studies

OR

- A yearlong average of 70% in Math + a yearlong average of 70% in either ELA, science or social studies

OR

- Successful completion of CQA Summer School at the discretion of the Principal.

**Note: Regents level classes have a minimum passing 65% average*

We take seriously the need for possible content and skill remediation. In doing so, when possible we rely heavily on interventions other than retention. When necessary, we deliver:

- Intensive small-group tutoring during CORE Time/Skills block
- Intensive language acquisition intervention supports
- Intensive literacy decoding intervention supports
- Data-based in-class small group instruction

- Breakfast or lunch academic support
- Summer school for ELA, math, or both
- Modifications of instruction, assignments and assessments

CQA families are rarely surprised regarding promotion in doubt conversations because of the full transparency into their children's progress through quarterly report cards, mid-quarter progress reports, quarterly reading and math grade level equivalency growth reports, and daily access to student grades online. When it appears that scholars may not be on track to meet the aforementioned expectations listed by the second semester, CQA informs families in writing and in person (at Parent/Teacher Conferences) that the scholar is "Promotion in Doubt" and the child may not be promoted to the next grade. Along with the letter, families also receive a second semester plan of support including the list of strategies above. For those scholars that are still not on track by the end of the third quarter, families receive a second notification and a mandatory in-person meeting with the Principal. Along with the fourth quarter report cards, scholars that have not successfully completed the requirements receive a letter explaining that the promotion is in doubt and that successful completion of summer school is necessary to be promoted.

No promotion/retention decisions are determined prior to the end of the 5-week CQA summer school program. If it appears that half-way through the summer school program, a scholar is still not on track to be promoted, then families are called in for another meeting with the Principal. Final promotion/retention letters accompany the CQA summer school report cards on the last day of the program and are at the complete discretion of the Principal.

(f) Programmatic Audit

Replicating CQA's programmatic audit practices, CQA II's programmatic audit shall consist of annual submission of an Annual Progress Report to the SUNY Charter Schools Institute and the New York Board of Regents, in accordance with Education Law § 2857(2). This Report will include the state-mandated *School Report Card*, in accordance with regulations [8 NYCRR 119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of CQA and will also list: the School's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other relevant information. The Annual Report will further include a discussion of the progress made toward CQA's achievement goals.

CQA II's administration and faculty throughout the school year will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in CQA II's education program or its implementation. CSI shall be informed of any significant changes made, or pending to be made, that are deemed necessary to fulfill the achievement goals of CQA.

CQA II shall also consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to

recommend changes for improvement. Factors affecting the Board's decision will include the progress (or lack thereof) made toward achievement of CQA II's educational goals, the affordability of such a contractual arrangement, and other factors.

Central Queens Academy Charter School II

Accountability Plan
for the Accountability Period 2024-2025 TO 2028-2029

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: CQA II students will become proficient readers and writers of the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 3-8.

- Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

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

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

Growth Measure

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

[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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GOAL II: MATHEMATICS

Goal: CQA II students will become proficient in the application of mathematical skills and concepts.

Absolute Measures

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

- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

Comparative Measures

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

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

Growth Measure

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

GOAL III: SCIENCE

Goal: CQA II students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

Absolute Measures

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

Comparative Measures

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

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

R-07ac - Calendar and Schedules

a. School Calendar

CQA II will provide a total of at least 182 days of instruction, of which 40 will be shortened with an early release at 2:00pm for teachers to participate in professional development and team meetings. The total hours of instruction per year will total about 1,130 for the elementary school and about 1,340 for the middle school exclusive of lunch and recess, well above the minimum required 900 and 990 hours, respectively. These figures do not include programmatic offerings such as summer school and weekend / holiday intervention programs.

CQA will replicate the CQA I school calendar for CQA II. A sample of the CQA I school calendar from the 2023-2024 school year is included here:

Central Queens Academy Charter School 2023-2024 CALENDAR eff. 6.26.23

AUGUST '23

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

17 First Day for new teachers + GLLs
21 First Day for returning teachers
29 First Day of School for grades K, 3 and 5

30 First Day of School for grades 1, 2, 6, 7 and 8

SEPTEMBER '23

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

4 No School for Labor Day
19 Back to School Night for grades K and 5
20 Back to School Night for grades 1, 2, and 3
21 Back to School Night for grades 6, 7, and 8

25 No School for Yom Kippur

OCTOBER '23

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

9 No School for Indigenous People's Day/Italian Heritage Day

NOVEMBER '23

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

3 End of Q1
7 No School for Staff PD Day
20-21 Early Release for Parent-Teacher Conferences
22 Asynchronous Day
23-24 No School for Thanksgiving

DECEMBER '23

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

15 Asynchronous Day

25-29 No School for Winter Break

JANUARY '24

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

1 No School for New Year's Day

15 No School for Dr. Martin Luther King Day

19 End of Q2

FEBRUARY '24

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

14-15 Early Release for Parent-Teacher Conferences

16 Asynchronous Day

19-23 No School for Midwinter Recess

MARCH '24

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

15 Asynchronous Day

28 End of Q3

29 No School for Good Friday

APRIL '24

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

1 No School for Easter Monday
8-9 NYS ELA Exam G3,5
10 No School for Eid al Fitr
11-12 NYS ELA Exam G 6
15-16 NYS ELA Exam G 7
17-18 NYS ELA Exam G 8
22-30 No School for Spring Break

MAY '24

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

6-7 NYS Math Exam G3,5
8-9 NYS Math Exam G6,7
10 Asynchronous Day and any Math Exam Make-Ups
13-14 NYS Sci Exam G5

27 No School for Memorial Day

JUNE '24

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

4 NYS Alg. Regents Exam G8
6 Chancellor's Day (Staff PD)
14 End of Q4
17 No School for Eid-al-Adha
18 & 20 Early Release
19 No School for Juneteenth
21 Last Day of School for Kindergarten through 7th Grade and early release
24 Possible Regents Exam Day for Grade 8

JULY '24

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

1-26 Tentative Summer School Dates

4 & 5 No Summer School for Independence Day

CQA reserves the right to alter this school calendar at any time.

There are 182 days of instruction for scholars.

b. Sample Student Schedule

CQA will replicate CQA I student schedules for CQA II. A sample of the CQA I student schedule is included here:

Middle School:

	501 ICT*
7:45-8:00	Homeroom
8:05-8:55	HSS
9:00-9:50	ELA*
9:55-10:45	ELA*
10:50-11:40	Math*
11:40-11:45	Lunch Prep in Core Room (5 min)
11:50-12:35	Lunch (45 min)
12:40-1:10	CORE 1 (30 min)
1:15-2:05	Sci*
2:10-3:00	STEM/INT
3:05-3:40	CORE 2 (35 min)
3:45-4:30	Specials

Elementary School:

	K.1 (ICT) Kangaroo Bullock/Horath
7:25-7:40	Arrival and Breakfast
7:40-7:50	Unpack and Morning Work
7:50-8:10	Morning Meeting
8:10-9:10	Skills
9:10-9:45	Number Stories
9:45-10:25	Modules
10:25-10:30	Transition
10:30-10:55	Lunch
10:55-11:00	Transition
11:00-11:45	Specials
11:45-11:50	Transition
11:50-12:50	Math

12:50-1:00	Snack
1:00-1:40	Science/Social Studies
1:40-2:25	Centers
2:25-2:30	Transition
2:30-3:00	Recess
3:00-3:30	Dismissal

c. Sample Teacher Schedule

CQA will replicate CQA I teacher schedules for CQA II.

Middle School (Grades 5-8):
In Summary:

At CQA Middle School, the instructional day consists of six academic periods per day, including two CORE TIME (targeted small group instruction). Teachers teach four content blocks of 50 minutes each and two CORE Time blocks of 30-35 minutes per day Monday - Thursday. On Fridays, teachers teach four content blocks and participate in professional development and team meetings in the afternoon after early release.

**note:*

- *each Gen Ed teacher is responsible for 1 course and all four sections*
- *each Special Ed teacher is responsible for JUST the ICT section across multiple courses*

1	**Grade 7**					
2	**Mon-Thurs**					
3		**701 ICT***	**702**	**703**	**704**	
4	7:45-8:00	Homeroom				OFF
5	8:05-8:55	HSS	Math	STEM/INT	Sci	R, W, ICT
6	9:00-9:50	Reading*	HSS	Writing	Math	STEM, INT, Sci
7	9:55-10:45	Writing*	Sci	Reading	STEM/INT	M, HSS
8	10:50-11:40	Math*	STEM/INT	Sci	HSS	R, W
9	11:45-12:35	STEM/INT	Writing	Math	Reading	HSS, Sci, ICT
10	12:35-12:40	Lunch Prep in Core Room (5 min)				
11	12:45-1:30	Lunch (45 min)				
12	1:35-2:05	CORE 1 (30 min)				
13	2:10-3:00	Sci*	Reading	HSS	Writing	STEM, INT, M
14	3:05-3:40	CORE 2 (35 min)				
15	3:45-4:30	Specials				
16						
17	**Fri**					
18		**701 ICT***	**702**	**703**	**704**	
19	7:45-8:05	Homeroom				
20	8:10-8:50	HSS	Math	STEM/INT	Sci	
21	8:55-9:35	Reading*	HSS	Writing	Math	
22	9:40-10:20	Writing*	Sci	Reading	STEM/INT	
23	10:25-11:05	Math*	STEM/INT	Sci	HSS	
24	11:10-11:50	STEM/INT	Writing	Math	Reading	
25	11:55-12:35	Sci*	Reading	HSS	Writing	
26	12:40-1:10	Lunch (30 min)				
27	1:15-1:55	SEL (40 min)				

Grades K-4

In Summary:

At CQA Elementary School, the instructional day consists of intermittent blocks of literacy, math, science, social studies, specials (Art, PE, Music & Movement), recess, and centers. In addition, CQA builds-in a 45-60 min “Skills Block” to target specific skill gaps or extensions using homogeneous grouped scholars. On Fridays blocks are shortened to accommodate a culminating community circle and a student earlier release, creating the space for weekly team level meetings and professional development sessions

Kindergarten

		K.1 (ICT) Kangaroo Bullock/Horath
2	7:25-7:40	Arrival and Breakfast
3	7:40-7:50	Unpack and Morning Work
4	7:50-8:10	Morning Meeting
5	8:10-9:10	Skills
6	9:10-9:45	Number Stories
7	9:45-10:25	Modules
8	10:25-10:30	Transition
9	10:30-10:55	Lunch
10	10:55-11:00	Transition
11	11:00-11:45	Specials
12	11:45-11:50	Transition
13	11:50-12:50	Math
14	12:50-1:00	Snack
15	1:00-1:40	Science/Social Studies
16	1:40-2:25	Centers
17	2:25-2:30	Transition
18	2:30-3:00	Recess
19	3:00-3:30	Dismissal

Sample Support (ELL) Teacher Schedule

Time	Monday IGUANAS	Tuesday ALLIGATORS	Wednesday CHAMELEONS	Thursday TURTLES	Friday
8:30 - 9:20	**Kindergarten Skills Support**				ELL Mentor Meeting Hattar/Hayles
9:20 – 10:00	IGUANAS MODULE SUPPORT	ALLIGATORS MODULE SUPPORT	IGUANAS MODULE SUPPORT	ALLIGATORS MODULE SUPPORT	Bi-weekly LS Meeting Bi-weekly K TEAM MEETING
10:05-10:50	CHAMELEONS MODULE SUPPORT	TURTLES MODULE SUPPORT	CHAMELEONS MODULE SUPPORT	TURTLES MODULE SUPPORT	
11:00-11:40	LUNCH DUTY	PREP	Grade 1 TEAM PLANNING	Module Planning Hattar/Rojas	LUNCH DUTY
11:40- 12:20	Iguanas LAB Support (ELL center)	Alligators LAB Support (ELL Center)	LUNCH	LUNCH	
12:20- 1:00	LUNCH	LUNCH	Chameleons LAB Support (ELL Center)	TURTLES LAB SUPPORT (ELL Center)	Mentor Meeting Hattar/ Baquerizo
1:10-1:45	IGUANAS Number Stories	ALLIGATORS Number Stories	CHAMELEONS Number Stories	TURTLES Number Stories	Community Circle
1:45-2:15	IGUANAS Sc/SS • ELL Center across sections • ELL in class support	ALLIGATORS Sc/SS • ELL Center across sections • ELL in class support	CHAMELEONS Sc/SS • ELL Center across sections • ELL in class support	TURTLES Sc/SS • ELL Center across sections • ELL in class support	ES PD
2:15 - 2:50	PREP	PREP	PREP	PREP	
Dismissal/Red Bus Grade 2					

1. Kindergarten= ELL Center Rotations
2. First Grade:
   - Module= push-in support
   - Labs= ELL support center (listening & speaking)
   - SS/Sc= small group or one to one targeted support OR support with lesson content based on need. (Reading comprehension and sight word consolidation)

R-09ad - Instructional Leadership

(a) Roles

CQA II's Instructional leadership focuses on a core tenet of the 10 Key Instructional Strategies, ***Commitment to continual professional development for all staff.*** CQA is committed to helping instructional staff master their craft through frequent and targeted pedagogical and curricular feedback.

The CQA II Principals (Elementary School and Middle School), reporting to CQA's School Director, will be responsible for the overall instructional leadership of the school. Each Principal will take responsibility for (1) refining the curriculum; (2) implementing a professional development program for teachers and staff, including the summer professional development institute and regular professional development days; (3) working with teachers to implement culturally relevant instructional strategies and providing teachers mentorship, support, and guidance; (4) evaluating and assessing the performance of teachers; (5) leading faculty meetings; (6) coordinating the summer school; (7) coordinating the Learning Supports team (comprised of the special education, AIS, and ELL staff).

(b) Teacher Support and Supervision

Teachers generally receive 5-7 written observations each year using the CQA Tiered Teacher Development System, along with bi-weekly coaching sessions. Teachers and faculty also spend more than 50 hours a year in focused individualized professional development.

Classroom and grade level data will be used by instructional coaches and leaders to guide formal and informal classroom observations and help set grade level priorities. At the beginning of each school year, schoolwide academic goals are set for each grade level and testing area. These goals are used in each classroom to set differentiated student achievement goals that are measured by progress on both the standardized assessments and practice State assessment exams from prior years. Instructional leaders use grade level data and individual teacher progress to help determine professional development priorities for the teaching staff. Teachers whose classes do not meet CQA's mission and Accountability Plan goals for student achievement will receive additional coaching and targeted support from instructional leadership.

Working alongside their own instructional leadership team, both principals will lead and model CQA's school culture to ensure that all teachers know how to model the values of the school, work to incorporate cultural relevancy, and reinforce the principles underlying the CQA's school culture and discipline policy. The Principals will set the tone so that students behave in accordance with those values and principles.

(c) Professional Development

With the help of the Instructional Leadership Teams (ILT), the Principals will also evaluate and assess teachers and develop the professional development programs used to help teachers to improve their skills. They will outline those expectations in the initial faculty meeting and orientation, much the same way that standards are made transparent to students.

(d) Teacher Evaluation and Accountability

Teacher evaluation happens throughout the year through formal observations. A key component of teacher evaluation at CQA is student academic growth. Each year, the Principals will outline annual expectations of CQA staff with each staff member to develop more personalized goals for the year given their own gauge of individual strengths and weaknesses. Staff will discuss what the needs of students are and how they can best address those needs, including areas where staff may need more formalized support in the form of professional development, observations, mentoring, coaching, and modeling. The ILTs will meet with each staff member regularly throughout the year to monitor personal progression.

R-10a - School Culture and Discipline

CQA II's school culture and discipline policies will mirror those of CQA I. As part of setting clear and consistent expectations, CQA's school culture priorities and disciplinary systems are communicated in our family and student handbook which is attached hereto. Beginning on page 21, CQA's behavior and culture systems are explained in detail. The Family Handbook is made available on our website.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

STUDENT AND FAMILY HANDBOOK
2022-23

88-14 Justice Ave.
Elmhurst, NY 11373
P: (718) 271-6200
F: (718) 271-6900

www.centralqueensacademy.org

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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- Emergency and Medical Forms
- Allergies
- Prescriptions and Medications

Behavior and Discipline
- Behavioral Program
- The Role of Students
- The Role of the Advisor
- The Role of Teachers
- The Role of Parents
- Discipline
- Outside Intervention

Discipline Policy
- Student Code of Conduct
- Provisions for All Disciplinary Actions
- Detention
- Short-Term Suspension (In-School and Out-of-School)
- Procedures and Due Process for Short-Term Suspensions:
- Long-Term Suspensions
- Procedures and Due Process for Long-Term Suspensions

Provisions to Implement Alternative Instruction Options
Student's Right to Appeal
Discipline of Special Education Students

Complaint Policy
Formal Complaint Policy
Informal Complaints

Confidentiality Policy*:*

Notification of Rights under the Family Educational Rights and Schools Privacy Act (FERPA)

FOIL Policy (Freedom of Information Laws)

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

CQA Commitment to Excellence

Teacher Team Commitment

We fully commit to CQA in the following ways:

- We will arrive at school and be ready in our assigned spaces for scholar entrance.
- We will remain at school until 3:40 (MS)/3:25 (ES) M-Th, and 4:00 (MS)/3:30 (ES) Friday
- We will hold CORE TIME/Skills Block daily
- We will hold SEL once weekly with our advisees (MS)
- We will participate in the professional community as a member of a grade level, committee and CQA's faculty
- We will do whatever it takes for our scholars to learn.
- We will modify instruction and assessments to meet the needs of all learners in our classes.
- We will be fully prepared for each class by submitting and sharing lesson plans the Thursday prior.
- We will grade and return all scholar work in a timely manner (48 hours or 96 hours for lengthier assignments)
- We will model the CQA core values in our words and actions.
- We will enforce all CQA rules and policies consistently and fairly to maintain school-wide academic and character excellence.
- We will communicate with parents/guardians on a daily/weekly basis.
- We will always protect the safety, interests, and rights of all individuals in the classroom and school community.

Failure to adhere to these commitments can impact my future standing at CQA.

Parents'/Guardians' Commitment

We fully commit to CQA in the following ways:

- We will make sure our child arrives at school by 8:00 (MS)/7:40 (ES) AM Monday – Friday (or earlier if necessary).
- We will make arrangements for our child to remain at school until 4:30 (MS)/3:25 (ES) PM Monday – Thursday and 2:00 (MS)/1:30 (ES) pm on Fridays.
- We will always help our child as best we can and we will do whatever it takes for him/her to learn, work hard, produce the best work possible, make the best choices possible, and reflect responsibly.
- We will maintain an environment at home for our child to complete homework effectively.
- We will check our child's homework every night, let him/her email or call the necessary teacher if there is a problem with the homework, and try to read with him/her every night.
- We will always make ourselves available to our children and to the school and will address any concerns they might have.
- We will communicate frequently with our child's teachers.
- We will attend quarterly parent conferences and other CQA-sponsored events and celebrations.
- If our child is going to be late or miss school, we will notify the school as soon as possible. We will also make sure that our child promptly makes up missing work.
- We will read carefully all papers and communication the school sends home.
- We will allow our child to go on CQA field trips/lessons.
- We will make sure our child follows the CQA dress code.
- We understand that our child must pass all core academic classes in order to be promoted to the next grade.
- We understand that our child must follow school rules in order to protect everyone's safety, interests, and rights. We, not the school, are responsible for our child's behavior and actions.

Failure to adhere to these commitments can cause my child to lose various CQA privileges and require in-person meetings with school administration.

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

Student's Commitment

I fully commit to CQA in the following ways:

- I will arrive at school by 8:00 (MS)/7:40 (ES) AM Monday – Friday (or earlier if necessary). I am considered late after those times.
- I will remain at school until 4:30 (MS)/3:25 (ES) PM Monday – Thursday and 2:00 (MS)/1:30 (ES) PM on Friday.
- I will follow the CQA core values by always working, thinking, behaving, and reflecting in the best way that I know how. I will do whatever it takes for my fellow students and me to learn. This means that I complete all my homework every night; I will email my teachers if I have a problem with the homework or coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents and teachers and will address any concerns they might have. If I make a mistake, I will tell the truth to my teachers and accept responsibility for my actions.
- I will share my daily and weekly progress reports promptly with my parents.
- I will always behave to protect the safety, interests, and the rights of individuals.
- I will always listen to all my CQA teammates and give everyone my respect.
- I will follow the CQA dress code.
- I am responsible for my own behavior, and I will follow the CQA Code of Conduct.

Failure to adhere to these commitments can cause me to lose various CQA privileges.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Welcome

Welcome to Central Queens Academy Charter Schools (CQA). CQA was founded by a team of educators, parents, and youth advocates in partnership with APEX, a youth development organization with almost 20 years of experience working with Asian immigrant youth in NYC, many of whom are English Language Learners (ELLs). APEX's history inspired CQA's model of combining strong academics with youth development principles of leadership, self-confidence, and critical thinking.

CQA's academic program is designed to meet the needs of a highly diverse student body. CQA has grounded this program in our core values and will implement our mission using research-based methods that have worked in other schools. Moreover, our curriculum is aligned with the Next Generation Standards and the New York State Standards and has been designed to make sure that students learn what they need to know in a rigorous and fun environment.

Mission Statement

The mission of the Central Queens Academy Charter School is to prepare middle school students for success in education, the workforce, and the community through a school that integrates literacy, standards-based academics, and culturally responsive support services. The school will lay the foundation for students to be able to graduate, attend the competitive high school of their choice, and go on and excel in college.

Educational Philosophy

CQA is guided by the educational philosophy that children learn best in an atmosphere of high expectations and that is intentionally designed to meet their needs. The founders envision a lasting community institution that graduates highly literate leaders who feel empowered to achieve their fullest potential. CQA will foster scholastic achievement and character development in an inclusive, culturally responsive small school setting.

The central focus of our program is literacy. On a basic level, the number of words that a child knows is an indicator of that child's potential for academic success. Research shows that students need an approximately 50,000-word vocabulary to succeed in high school. Students on average often learn at only a rate of about 3,000 words per year without intervention. Students who live in poverty know approximately five times fewer words than students from wealthier families, and ELLs start out knowing even less. Our program will not only increase the number of words students use and learn but will teach students that literacy matters. This will not just help ELLs, but it will help all students develop the linguistic proficiency that they need to succeed in high school and beyond.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

CQA Values

- **Care for our Community**—We care for our community so that we develop pride in our school and an interest in helping others.
- **Quality of Character—**We seek quality in our character so that our scholars learn the skills of empathy, compassion, respect, responsibility, and perseverance.
- **Achievement through Academics—**We strive for high academic achievement because knowledge and education are the foundation of success in life.

CQA Methods

- **Whole School Focus on Literacy**

  CQA believes that literacy cannot be taught in a single class, but needs to be reinforced in every class to build on the blocks of understanding. Beyond that, we seek to embed literacy into all classes so that students acquire the type of interdisciplinary learning that promotes higher-level thinking and prepares them for the real world.
- **High Academic Standards**

  CQA believes that if you set the bar high and show students how to get there, they will show you that they are capable of achieving those high markers and more.
- **Caring and Competent Teachers**

  CQA's teachers model how students should live, always striving to be better and always caring for the people around them.
- **More Time in School**

  CQA believes that more time spent well can make the difference for students who need more time to practice their academic skills and to develop their sense of self.
- **Social and Emotional Learning**

  CQA understand that students need more than academic rigor in order to succeed; they need the fundamental skills that we all need to handle ourselves, our relationships, and our work, effectively and ethically. Throughout all of our programs, we embed our core values, CQA seeks to teach and support social and emotional learning just as it does academics.
- **Parent Engagement**

CQA collaborates with parents/guardians, so we are utilizing all the resources to do what is best to meet each child's individual needs and ensure that s/he reaches his/her academic and character potential.

- **Specials**

  CQA believes that students who receive after-school enrichment will become more well-rounded and well-grounded, and will be invigorated to take on the challenges of academic achievement.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Who We Are

School Administration

- Ashish Kapadia, Executive Director
- Glenn Liebeck, Director of School
- Michelle Dalpiaz, Finance Director
- Dee-Ann Martell, Middle School Principal
- Angel Geeng, Middle School Assistant Principal
- Peter Margulies, Middle School Assistant Principal
- Kerry Brett-Esty, Middle School Dean of Literacy
- Lisa Levinger, Middle School Dean of Literacy
- Sermania Arias, Director of Middle School Counseling and Wellness
- Michelle Feirman, Elementary School Principal
- Bianca Baquerizo, Elementary School Assistant Principal
- Lorene Hattar, Elementary School Assistant Principal
- Susan Miller, Special Education Coordinator K-8

Operations Team

- Katherinne Castillo, Director of Operations
- Michelle Campos, Operations Assistant
- Anielka Espinosa, Operations Manager
- Enika Sopiqoti, Finance Manager
- Emily Abreu, Finance Associate
- Edgar Marroquin, Facilities Maintenance

School Hours

MS: School will open at 7:45 am for students to eat breakfast and get prepared for 1st period. Classes will end at 4:30 pm Monday-Thursday and 2:00 pm Friday.

ES: School will open at 7:25 am for students to eat breakfast and get prepared for 1st period. Classes will end at 3:15 pm Monday-Thursday and 1:30 pm Friday.

Arrival

MS: Students must arrive by 8:00, or they will be marked as tardy and may serve detention.
Students may enter for breakfast at 7:50 am.
First-period class begins at 8:10.

ES: Students must arrive by 8:05, or they will be marked as tardy and may serve detention.
Students may enter for breakfast at 7:25 am.

Lateness

Any students who arrive after the aforementioned times will be considered late.

If your child is late with a legitimate reason, he/she will need a note explaining the reason.
If your child is late 5 or more times, you may receive a letter from the Principal and be called in for a meeting with the Assistant Principal.

Attendance

Regular attendance is mandatory. If you know your child will be absent, please let the school know the following information by 8:05 am. This can be communicated via our messaging system, email, or phone call. Make sure to state:

- Child's name
- Parent's name
- Date of absence
- Reason for the lateness/absence
- Phone number where the parent can be reached at the time the student signs in.

Your child will need to bring a note the next day with the same information and your signature. If your child is seeing a doctor, please have a doctor's note signed by the doctor. We strongly encourage all doctor's appointments to be scheduled for non-school hours.

If your child is absent 5 times or more, you may receive a letter from the Principal and be called in for a meeting.

Absence Consequences:

- All absences are noted on report cards
- 3 Unexcused may result in NO TRIP or loss of privileges for the quarter
- 7 Unexcused total may result in NO END OF YEAR TRIPS and loss of other privileges.

Lateness Consequences: Must get a late pass from the main office

- All unexcused late arrivals will mean lunch detention for the day
- 4 for the quarter may result in NO TRIP for the quarter
- 15 for the year may result in No END OF YEAR TRIPS

Excused & Unexcused Lateness and Absence

An acceptable reason for your child's absence is if your child is sick, there is a family emergency, your child has an appointment, or you are observing a major religious holiday. All other absences are unacceptable, including but not limited to, family vacation, participation in sports tournaments, attendance at entertainment events, the parent has an appointment, or when the family has not contacted the school with a satisfactory reason. **Please Note:** Even excused absences may result in academic consequences, including but not limited to lower grades, and may affect your child's promotion in school.

Please let the school know as soon as possible if your child will be absent. (See previous "Attendance" section.) For a family emergency to be deemed an excused absence, an adult family member must hold a conference with the Principal within 24 hours.

Death of a close family member is an excused absence. Please contact the school in order to make sure that we are deciding as a team how to proceed with your child's academic growth in light of your family's loss.

Participation in Other Activities When Absent

If your child is absent from school, your child may not participate in the after-school program or any other school-sponsored activities on the day of the absence, unless the school has given permission ahead of time.

Extended Illness

If your child is sick for more than two days, you must have a note from the doctor explaining the illness, and keep in contact with the school on a weekly basis regarding your child's health. CQA will work with families on an individual basis in accordance with local, state, and federal laws and regulations.

Leaving Early Due to Illness/Early release of Student to Adult

Your child may not leave school early unless you have given the school a written note giving permission, and you, or a guardian over 18 years old who is on the emergency contact form, is at school to pick up your child and sign him/her out. If no one is available to pick up the student, the student will rest quietly in an office. Children who need to leave school early must be signed out by an authorized adult who may be asked to produce photo identification. To add an adult to the list of authorized people, please contact the main office of the school.

Parent Pick-up

You must pick up your child promptly after school or following the after-school program unless you have made alternative arrangements for your child to get home safely. Please note that when there is a half day, you will be responsible for picking up your child. Any changes to normal pick-up MUST BE communicated by written or electronic communication with the child's name and guardian's signature.

Weather Days and School Closings

The school may be closed at any time due to bad weather, or due to a local condition. CQA will close if NYCDOE schools are closed. School closings or emergencies will be announced by the Mayor or Chancellor of the NYCDOE on your local television or radio stations, or call 311. In addition, an email message will be sent to all CQA scholars and families.

Dress Code

Uniform

CQA expects students to dress in a professional, comfortable, and appropriate manner. The CQA dress code attire can be purchased from any clothing store as long as the clothing does not have any logos. The "professional" uniform includes:

MS: a white polo shirt (long or short-sleeved) and gray pants (students may also wear the gray skirt option ONLY with black, white, or gray leggings). Students are expected to wear socks and appropriate closed-toed shoes or sneakers. Only solid gray hoodies, sweaters, fleeces, and cardigans are allowed. The gym uniform entails the orange CQA t-shirt, CQA sweatpants, and gym shoes or sneakers.

ES: a gray polo shirt (long or short-sleeved) and navy blue pants/skirt. Students are expected to wear socks and appropriate closed-toed shoes or sneakers. Only solid gray hoodies, sweaters, fleeces, and cardigans are allowed. The gym uniform entails the orange CQA t-shirt, CQA sweatpants, and gym shoes or sneakers.

Students are **NOT** allowed to wear:

- Jeans or tights
- Ripped or revealing clothing (shorts, mini-skirts, cropped tops, or cut-offs)
- Headgear, such as hats or do-rags (with the exception of religious head dressings)
- Sandals or flip-flops
- Jewelry or accessories that are distracting in the learning environment
- Haircuts/designs (including hair dyes) that are distracting in the learning environment
- Shorts *unless otherwise stated by school leader*

CQA assures that we will not exclude from instruction any student who is in violation of the school dress code policy. However, students must borrow clothes from the school in order to enter class. A MS uniform violation results in lunch detention. Repeated violations of the dress code may result in a meeting with a school administrator.

Personal Hygiene

The personal grooming of each student should be in accordance with the standards set by the uniform dress code. Students should be clean and neat when at school.

Special Occasions

Field Trips/Lessons

Whenever students are traveling away from school, they are subject to the same rules, regulations, and appropriate behavior as required at school. They are expected to fulfill the CQA expectations and represent the school at all times.

Field trips/lessons are a privilege at CQA. In order to attend field trips, a student must:

- Demonstrate CQA core values prior to the trip
- Maintain a consistent attendance record
- Attend school the day of the field trip
- Have any and all permission slips and forms signed by parent/guardian and turned in
    - For any walking trips within a half-mile of the school, a parent must put in writing if s/he denies permission for the child to attend.

Academics

Promotion Policy

In order to be promoted to the next grade, all CQA students will have to meet certain promotion criteria. Those categories may include:

- Attendance and lateness;
- In-class work, homework, participation; projects, and tests;
- Overall course grades (MS scholars must pass at least three core classes)
- Benchmark tests (i.e., Interim Assessments and NYS Standardized Test scores); and
- Social and emotional readiness.

Unless otherwise stated, 70% is the minimum passing score for all assignments, marking periods, and final grades.

While your child's NYS standardized test scores are important, CQA will decide whether to promote your child to the next grade or have your child repeat a grade depending on the other factors. If your child does not meet the expectations listed below by the second semester, CQA will inform you in writing that your child is "Promotion in Doubt" during the winter and/or spring and that your child may not be promoted to the next grade. If your child does not improve by the end of the school year, then your child will be identified as having to repeat the same grade for the following year. Some students will be given the additional opportunity to meet these promotional expectations by attending Summer School. At the end of Summer School, final promotion and retention decisions will be made by the Principal.

Promotion of Children with IEPs:

A student with an IEP may be promoted based on meeting their IEP goals and set school promotional criteria.

Homework

Students should expect to have homework every night, with specific nights' HW being for designated subject areas. Homework will be posted on the school website and should be recorded by students in their planners every day. It is expected that parents/ guardians look at the planner and check the orange folder daily.
(*Note: Nightly HW time allotments are estimated at 25 min per subject. ELA and Math homework is assigned daily; other subjects coordinate assignment nights so that scholars are not overwhelmed.)

Plagiarism

Plagiarism and cheating are not acceptable at CQA. It is important that students reflect their true understanding and mastery of the academic content through their work in order for their teacher to have a true assessment of their learning. **Academic dishonesty, cheating, or plagiarism involves an attempt by a student to present another's work as their own.**
Cheating and Plagiarism include but are not necessarily limited to:

- Copying or giving an assignment to a student to be copied unless specifically permitted by the teacher.
- Submitting another student's work as your own.
- An act of using the exact words, a close paraphrase, or a unique idea from another person's writing without correct citation.
- Submission of any work that is not the student's.
- Use of unauthorized material, including textbooks, notes, calculators, phones, and computer programs

during an examination or on a major project.

- Supplying or communicating in any way unauthorized material including notes, textbooks, calculators, or computer programs on a major project.
- Unauthorized access to an exam or answers to an exam.

Consequences will be determined by the severity of the offense and whether or not the student is a repeat offender. CQA School Administration will determine consequences for cheating and/or plagiarism: including but not limited to a zero for the assignment, detention, and parent meeting.

Academic Supports

If your child is having academic trouble, we will provide your child with additional support according to the Response to Intervention model, possibly including small group instruction, office hours, 1:1 instruction, and regular monitoring, at the discretion of the instructional team. If your child does not respond to the additional support, your child may be referred for a special education evaluation to potentially receive additional support through an Individualized Education Plan.

Students with Disabilities

CQA will serve its population of students with disabilities by providing special education programs and services that comply with all applicable federal and state laws and regulations. CQA will have a clear process for identifying students with disabilities through assessments and other methods of progress monitoring.

CQA will not discriminate against students with disabilities or of having a disability, in its admission or enrollment practices.

Special Education

If there is an indication that your child may be in need of special education, your child will be referred, in writing with substantial documentation, to the chairperson of the Committee on Special Education (CSE) of the student's district of residence for individual evaluation and determination of eligibility for special education programs and services as required by federal laws and regulations. Referrals will be made in writing and with proper documentation, only after careful consideration and evaluation of your child, and in coordination with all the appropriate people, including you, the parent.

If your child has an Individualized Education Program (IEP) and is identified as in need of services by the CSE, CQA will follow that IEP as mandated by the Individuals with Disabilities Education Act (IDEA) and prepared by the CSE in the student's district of residence. To the extent appropriate and allowed by each student's IEP, CQA will educate students with disabilities in the least restrictive environment, namely in mixed group classes with their non-disabled peers.

CQA will comply with all applicable laws and regulations regarding students with IEPs. CQA will, through the SEC, work with the appropriate CSE on meeting the needs of the student and the goals set forth in individual IEPs. The SEC will work with the CSE to comply with or review and update the existing goals in the IEP, with the consent of parents. Parents and teachers of students with disabilities will participate in all meetings regarding the provision of appropriate services to those students at CQA.

Parent Conferences

Parent conferences will be conducted face-to-face at the end of Quarters 1 and 2. Parents may be asked to come in for a meeting after quarter 3 if their child is in danger of attending summer school. In addition, parents are encouraged to inquire about their child's performance regularly during the school year as well as look up their child's progress online through individual access to CQA's information system, PowerSchool. This continual monitoring will aid in strengthening each student's progress. During the conference, advisors will review the student's progress and discuss strengths and any areas in need of support. Our goal is to make these conferences a positive experience for all.

Family Council (FC)

The FC will represent the parents and families of students enrolled at CQA. It will work to ensure that the School Director and Principal are aware of the needs and concerns of families so that their issues can be addressed efficiently and effectively.

Parents in the FC will be encouraged to help with and participate in:

- Student recruitment, enrollment, and matriculation;
- Meetings and activities designed by the school and/or the Family Council to engage parents/guardians in the educational and social lives of the students;
- School events, especially parent/family conferences, as both participants and volunteers;
- Periodic review of CQA's overall performance and adherence to its educational principles; and
- Other activities or processes determined by the Family Council in conjunction with the Director of School

Food Services

Cafeteria

Middle school students are to eat lunch in the cafeteria or in a designated classroom. They are not allowed to go outside to eat lunch and they cannot order food.

Student Meals

Breakfast and lunch will be made available to students at CQA each day that school is in session. The costs of such food services shall be determined at the beginning of each school year. Students can opt to bring their own lunch and not participate in the school lunch program. CQA abides by a **healthy food policy** in which soda and junk food, including cookies, chips, and other such foods cannot be consumed. (There will be a few exceptions to this policy on set days for the purposes of celebration.) CQA is a **nut-free** school. No food with peanuts or any other nuts may be brought onto campus.

Parents and guardians will be required to complete a Family Application for Free and Reduced Price School Meals (SD 1041 form) upon enrollment in the school. These forms enable students to receive free and reduced-price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Transportation Services

Eligibility

- If your child is in 5th or 6th grade, AND you live 1 mile or more from school, then your child is eligible for free transportation (yellow bus or Metrocard). Students who do not live in Queens will not be eligible for the yellow bus service. *Transportation allowances are determined by the DOE, not CQA.
- If your child is in 7th or 8th grade, AND you live 1.5 miles or more from the school site, then your child is eligible for a free Metrocard.
- Any students who are not eligible for free transportation, but who live in Queens a ½ mile or more from the school site may receive a half fare student Metrocard good for use on buses only, as a courtesy of the Metropolitan Transit Authority (MTA).
- CQA scholars must be responsible for their student Metrocard. CQA is NOT responsible for obtaining a replacement Metrocard during a semester if lost, misplaced, stolen, or otherwise out of a scholar's possession.

CQA will submit the appropriate paperwork to the DOE with the necessary information about its students, and the DOE will determine the eligibility for transportation of CQA students.

Parents/guardians must notify the school in writing in advance when there is a change to how a child is going home. Parents/guardians will be ultimately responsible for their children arriving at school and leaving school. Student misbehavior when traveling to or from school remains subject to appropriate disciplinary action by the school.

Special Education Students

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable state and federal laws.

Rules for the Yellow Bus

If a student receives yellow bus service, that student may only ride the bus to which he or she is assigned. Parents are not permitted to ride the yellow school bus unless they enroll and pass a bus safety class, administered by the Office of Pupil Transportation of the New York City Department of Education.

Yellow bus service is provided on 180 school days. Since CQA has a longer school year, there will be certain days during the school year when there will be no yellow bus service. These dates will be outlined and sent to parents with the school calendar.

While on the bus, students are required to obey established rules in order to continue the privilege of riding the bus. The most important rules to remember are:

- Use PETSY (Please, Excuse me, Thank you, Sorry, and Yes (not Yeah)) to your bus driver, monitor, and teammates every day.
- Use kind words to everyone on the bus.
- Keep your hands and feet to yourself.

- Stay seated with a seat belt fastened until the bus stops at your stop.
- Pictures and videos should not be taken on the bus for safety and privacy reasons; violations is subject to disciplinary actions by the school.

If a student ever feels uncomfortable or intimidated by something or someone on his or her bus, he or she should let a teacher and the Principal know immediately. We can then work together to alleviate whatever is causing the concern.

Inappropriate behavior on the school bus is subject to disciplinary action taken by the school.

Loss of MetroCards or Request to Change Bus Stop

Request for the replacement of MetroCards must be completed in writing and given to the office staff. Replacement MetroCards will only be given if the school is given a specific replacement MetroCard. CQA is not responsible for replacement MetroCards. Requests to change a bus stop location will only be considered if the request is in writing and if the request is signed by all parents who have children at that particular bus stop. The New York City Department of Education cannot guarantee that the request will be granted.

Private Van Service and After-Care

CQA will not release students to private van drivers or after-care providers until parents and guardians have indicated that their child will be released on his/her own from the school. CQA does not endorse, approve, or support the use of private transportation services or after-care providers. Private van service pick-up and drop-off are not the same as the yellow school buses.

Admissions and Withdrawal Policy

Non-discrimination Policy

CQA shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, housing situation, or on any other basis that would be unlawful for a public school. CQA shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Admissions Policy and Lottery Preferences

CQA will accept applications for admission to the fifth grade. 100 students will be accepted. If more than 100 applications are received, admissions will be determined by public lottery.

As allowed by New York state law, and pursuant to its charter, CQA has created an admissions preference for English Language Learners (“ELL”), an at-risk population, of up to 30% of the lottery seats.

We will conduct the lottery with the following admissions preferences, which shall be granted to applicants in the following manner:

1. First preference: Returning CQA students will automatically be assigned a seat.
2. Second preference: Siblings of students already enrolled in CQA. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption.
3. Third preference: Students who reside in Community School District 24 and have been assessed as students who are at risk of academic failure as English Language Learners;
4. Fourth preference: All students, regardless of district of residence, who have been assessed as students who are at risk of academic failure as English Language Learners.

Enrollment

All admitted students will receive an enrollment packet. Parents should review the packet and ask any questions that they have. Translators may be provided upon request.

CQA will expect all enrollment packets to be returned in late Spring (the date will be specified each year). Students who fail to return completed enrollment packets will lose their spot in the school, and CQA will replace the seat in accordance with the appropriate wait-list procedures.

Waiting List

A waiting list will be maintained of applications that were not selected from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order, and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

Voluntary Withdrawal

CQA is a public school of choice, both for application and withdrawal. Circumstances may arise in which a parent/guardian wishes to transfer his or her child to a different school. Students, with their parent or guardian's permission, may withdraw from CQA at any time. CQA does not automatically admit any former student who has withdrawn from CQA.

After April 1 and before June 20 of each school year, parent/guardians of currently enrolled students will be expected to fill out an "intent to continue" form. School personnel will offer to meet with the family and discuss the reasons for not wanting to continue with the school in the next year, as well as to seek solutions to any problems that arise from these discussions.

Student Safety

Anti-Harassment Policy

CQA is committed to maintaining a learning and working environment that is free from unlawful harassment or

retaliation based on race, color, religion, national origin, marital status, gender, sexual orientation, and/or disability. Any unlawful harassment or retaliation of a student or employee by a member of the school community is a violation of this policy. The administration will act to thoroughly and promptly investigate all complaints, formal or informal, verbal or written, of unlawful harassment based on color, race, religion (creed), national origin, marital status, gender, sexual orientation, and/or disability. CQA will discipline or take appropriate corrective action against any member of the school community who is found to have violated this policy.

If any member of the CQA community has reason to believe that a scholar may be the recipient or victim of bullying, sexual harassment, or the focus of inappropriate behavior, that teacher should report such incidents to the Principal or Assistant Principals via written communication. Given the sensitivity of these reports, an in-person meeting should be requested, as well.

When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s)
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other exhibits, if appropriate

Closed Campus

Under no circumstances are students to leave the building or use any exit without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. Once students have entered in the morning, they may not leave the building unless a staff member escorts them.

Visiting the School

Parents and visitors are always welcome to visit us. Please follow the following guidelines:

- Visits should be arranged at least 24 hours in advance.
- **All visitors must show ID** (regardless of the number of times visited) and report to the school's main office to sign in. Visitors will receive a visitor's pass.
- Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are required to abide by the rules for public conduct on school property contained in this Code of Conduct. By entering school property, visitors accept these rules.
- CQA is committed to providing an orderly, respectful environment. Therefore, it is necessary to regulate public conduct on school property and at school functions.

Emergencies and Drills

In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the main

office.

Fire Safety and Evacuation Procedures

Please note, that some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes.

In case of an emergency, if a student or staff member sees a fire or smells smoke, he or she should close the door. Upon hearing an alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

Throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In case of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day— and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day— school staff and students will evacuate according to the school's evacuation plan. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site. After staff takes attendance, should conditions permit, all staff and students will return promptly to school.

Health Policy

Illness at School

CQA has a campus nurse. If your child becomes ill during the school day, he or she will be sent to the nurse's office. You will be called if your child is ill or injured at school. If a parent cannot be reached, another person on your emergency form will be called. If an accident or illness requires immediate care and we cannot reach you, we will call 911 and someone from the school will accompany your child. *Please keep your home phone, address, and emergency contacts up to date.*

CQA shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing (hearing and vision) requirements. All students must be immunized before they can enter or attend CQA, in compliance with New York State law. CQA shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in CSD 24.

Emergency and Medical Forms

At the beginning of school, all parents are asked to fill out forms for emergency contact. If your information changes, please be sure to tell the office so we can update your form. It is extremely important that we have the correct information on these forms. We will need your permission to take your child to a hospital in the event of an emergency during school hours.

Allergies

If your child has any allergies, please let us know in writing.

Prescriptions and Medications

As a public school, CQA is not allowed to administer medication to students unless it has been approved by the school and ordered by a doctor. If your child needs to take medicine during the school day, please contact the nurse. She will give you a form to be filled out by your doctor or pharmacy. No medication will be brought into CQA without the knowledge of the nurse.

Behavior and Discipline

Behavioral Program

CQA's approach to behavior will establish the use of logical consequences that preserve students' dignity, promote fairness, and use problem-solving. CQA will set and reinforce a positive school culture and community.

The Role of Students

Students will learn how to deal with conflicts and how to build relationships in a calm and peaceful way. Students will be allowed to respond to, correct, and learn from their mistakes with dignity. Students will be allowed to offer their perspectives and views and will understand why decisions are made and what is expected of them in the future.

The Role of the Counselors and Social Workers

Students should discuss the school's social and behavioral expectations and issues with their counselor, in a group and individually. Students can turn to their counselor/social worker for advice on how to handle difficult situations in school. Counselors/social workers or administrators will communicate with parents about any behavioral or academic issues at the school.

The Role of Teachers

Teachers will model excellent behavior. Teachers will respond to small incidents so that they do not become big incidents. Teachers will also be responsible for reporting behavioral issues to counselors/social workers, Deans, Assistant Principals, and the Principal.

The Role of Parents

Parents and families will communicate with their children's advisors and homeroom teachers to get information about their children's progress. Parents will reinforce positive behavioral expectations in the home.

Discipline

When a student does break a rule, CQA will balance the needs of the community with that of the student. The Principal and Assistant Principals will conduct an impartial investigation, and engage in a fair process to repair the harm, including possible consequences outlined in the disciplinary policy, which may include detention, suspensions, and expulsions, subject to due process.

Outside Intervention

CQA will attempt to resolve matters, to the extent possible, without resorting to outside intervention. But if a student breaks the law, or causes or poses danger to himself/herself or others, CQA will contact the appropriate authorities and/or specialists.

Discipline Policy

Central Queens Academy Charter School will be a place where students value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but as part of an extended family. CQA will approach discipline with an eye toward preserving student dignity and fairness in the process, while at the same time remedying harm. Students will take responsibility for their actions and recognize the logical consequences of those actions.

Student Code of Conduct

CQA has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct), and a statement of student rights and responsibilities. The Student Code of Conduct will apply to all CQA students on- and off- campus, including on school buses and field trips.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short- or long-term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

CQA staff will deal with each problem individually, and for each unacceptable behavior, there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the child, and severity of the behavior. The specific situation dictates which consequences will be used, revisited, or skipped.

The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. Potential steps include: speaking to the child individually; holding a group discussion; temporarily removing a child from a difficult situation within the class; sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); informing parent/guardian of behavior; discussion with parent/guardian and setting up a plan of action with the parent/guardian, articulating what "progress" is; sending the child to meet with the Principal, an Assistant Principal, Dean, and/or counselor/social worker; discussion with other school personnel; formal meeting with the Principal, an Assistant Principal and/or counselor/social worker, teacher and parent/guardian; discussing and initiating other support systems; guidance hearing; research reports; detention; community service; suspension (short- and long-term); and replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by state law, which will ensure equitable treatment for all students and enable the school to exercise discretion and educational judgment.

Violations of the Code of Conduct will lead to disciplinary action. To the extent appropriate, CQA may use some

practices, such as mediations, apologies, and conferences, in response to violations of the Code of Conduct prior to instituting disciplinary action, since we believe that such practices lead to a more positive school culture. But we recognize that the overall safety of the students, staff, and community comes first, and reserve all rights to institute disciplinary action in a manner consistent with applicable federal and state laws. Depending on the severity of the violation, disciplinary responses may include exclusion from the classroom and school privileges, detention, suspension (short- or long-term), and expulsion. Where appropriate, CQA officials also will contact law enforcement agencies.

In compliance with the federal Gun Free Schools Act, 20 U.S.C. § 7151, the school director will immediately notify the appropriate NYPD personnel of any student who is determined to have brought a firearm to school, or to have possessed a firearm at school so that disciplinary proceedings can be taken. In such a case, the student will be expelled.

Central Queens Academy is responsible for ensuring that the school environment is safe for all students. All students are expected to accept responsibility for their actions and behavior, and to conduct themselves as dignified and respectable members of the school and larger community. Within the learning community, the purpose of the CQA Student Code of Conduct is to guide students in making appropriate choices that enhance and support academic achievement and civic responsibility. In the event that a student violates the Code of Conduct, consequences will result. The CQA Code of Conduct applies to the actions of all students during school hours, before and after school, while on school property, and at all CQA-sponsored events. Additionally, students are responsible for following the Code of Conduct off-campus and during non-school hours when actions or incidents occur that affect the mission and goals of CQA or another CQA student.

Each disciplinary case will be judged on its own merit and adjudicated according to the facts accompanying the case. CQA staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include but are not limited to, the following: age, health, maturity, and academic placement of a student; prior conduct; attitude of the student; cooperation of parents/guardians; willingness to make restitution; the seriousness of the offense; and willingness to enroll the student in an assistance program.

In some cases, the Principal or an Assistant Principal and/or Dean may deem screening and referrals for drug/alcohol counseling as a necessary component of the disciplinary action. Loss of privileges and community service may also be considered. Community service may include, but is not limited to, the following: repairing or cleaning property damage as a result of the offense; participating in landscaping, gardening, or cleaning up inside the building or on the grounds; participating in projects that improve the school, surrounding property or community; and providing service that improves the quality of life for community members.

Each category of an offense listed below carries a minimum and maximum disciplinary action associated with the act of misconduct. After considering the actual violation and factors such as those listed above, CQA staff shall determine the disciplinary action within the minimum/maximum range to which students shall be subjected.

Tier 1

Handled at the TEACHER Level *(examples, not limited to)*	**Handled at the ADMIN Level** *(examples, not limited to)*
Incomplete HW or classwork Sleeping or off-task Disrupting class Inappropriate language/ behavior Late to class Excessive noise in hallway	Dress Code Violation Lateness Missing signed progress report
Sample Consequences (*not limited to*)	**Sample Consequences (*not limited to*)**
Lunch Detention, Breakfast detention, Enrichment/Specials Detention, Family phone call, Loss of privilege, Teacher conference,	Lunch Detention, Breakfast detention, Enrichment/Specials Detention, Family phone call, Mandatory change of clothes, Loss of privilege,

Violations are generally logged on our scholar and family on-line portal (PowerSchool). As a result of repeated violations and depending on the circumstances, these offenses may be treated as Tier II or Tier III offenses (as deemed appropriate by CQA Administration) and receive increased consequences.

Tier II

Handled at the TEACHER Level *(examples, not limited to)*	**Handled at the ADMIN Level** *(examples, not limited to)*
Repeated Tier I violations Academic dishonesty- forging a signature, cheating, plagiarism, etc. Use of hate language Egregious disrespect Use of obscene words or gestures Refusal to follow staff directives Unsanctioned use of electronic devices (i.e. cell phones) Violation of the CQA Technology Usage Agreement	Repeated Tier I violations Bullying or cyberbullying Use of hate language Refusal to follow staff directives Physical altercation of any kind Threat of any community member (of any type) Smoking or Vaping Posting CQA students/staff/building on social media Violation of the CQA Technology Usage Agreement
Sample Consequences (*not limited to*)	**Sample Consequences (*not limited to*)**
Lunch Detention,	Lunch Detention,

Breakfast detention, Enrichment/Specials Detention, Family conference, Loss of privilege, Teacher conference, Use of Cell Phone ladder of consequence- *see below* Academic Dishonesty ladder of consequence- *see below*	Breakfast detention, Enrichment/Specials Detention, Mandatory Family conference, Loss of privilege, In-School Suspension, Use of Cell Phone ladder of consequence- *see below* Academic Dishonesty ladder of consequence- *see below*

Use of Cell Phone ladder of consequence

1st time offense	Scholar is instructed to power down cell phone, and put away. Comment recorded in PowerSchool.
2nd time offense	Scholar is instructed to power down cell phone and put it away. Comment recorded in PS. The parent is notified of the incidents and consequence ladder should the offense be repeated.
3rd time offense	Cell phone is collected and given to administration. The phone can only be retrieved by a parent/guardian. Comment recorded in PS.
4th time offense	Cell phone is collected and given to administration. The phone can only be retrieved by a parent/guardian. The phone must be turned in to administration daily for a minimum of 4-weeks (as decided on by Assistant Principal), to be retrieved at dismissal. Comment recorded in PS.

Academic Dishonesty Ladder of Consequence

1st time offense (for a particular class)	Mandatory parent/guardian meeting set by the teacher. 1 administrator must be present. The assignment must be re-done for fewer possible points
2nd time offense (for a particular class)	Mandatory parent/guardian meeting. 0% for assignment grade.
3rd time offense (for a particular class)	Mandatory parent/guardian meeting. "U" for the Quarter grade.
4th time offense (for a particular class)	Mandatory parent/guardian meeting. "U" for the Final Course grade.

In the event of repeated violations and depending on the circumstances, these offenses may be treated as Tier III (as deemed appropriate by CQA Administration) and receive increased consequences. The length of the

suspension, whether internal or external, shall be determined by an Assistant Principal in conjunction with the Principal. As a supplement and/or alternative to suspension, school staff may require students to complete public service commensurate with the seriousness of the offense(s).

Tier III

Handled at the ADMIN Level ***Infractions that occur on campus, to/from campus, or at school-sponsored events off campus are all subject to the same consequences*** *(examples, not limited to)*
Repeated Tier I & II violations Assault of any community member (interpreted as an attempt to do bodily harm to another person) Persistent refusal to follow stated school rules and procedures Arson of any kind (interpreted as the creation of a flame) Destruction of Property Theft Trespassing Involvement in gang activity Sexual violations Possession of weapons or look-alikes Any act that endangers the safety of other scholars, teachers, or any school employee Use, possession, sale, or delivery of... alcohol, illegal drugs, narcotics, controlled substances, contraband or look-alike contraband/drugs. THIS INCLUDES ALL VAPING DEVICES Any act that endangers the safety of other students, teachers, or any school employee Use, possession, sale, or delivery of... alcohol, illegal drugs, narcotics, controlled substances, contraband or look-alike contraband/drugs. THIS INCLUDES ALL VAPING DEVICES
Sample Consequences (*not limited to*)
Mandatory In-Person Meeting Extended Loss of Privileges Individualized Behavior Plan In-School Suspension Out-of-School Suspension Expulsion

If the circumstances warrant, the student may be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension, school staff may require students to complete public service commensurate with the seriousness of the offense(s).

The use of corporal punishment in any form is strictly prohibited by Central Queens Academy. No student will be subject to corporal punishment by any administrator, faculty, staff, or other student.

Provisions for All Disciplinary Actions

Due process procedures shall be followed for all disciplinary actions consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). An Assistant Principal and/or the Dean will provide notice to inform the student of the charges against them, and if the student denies the charges, an explanation of the evidence against the student. The student will be provided with an opportunity, in person, to present their version of events to the Dean, an Assistant Principal, the Principal, and the School Director.

Overview

Discipline:	Implementation:
Detention	Held during after school, during breakfast, or during lunch
Exclusion	Determined by the staff member running the school privilege
Short-term in-school suspension	Determined by the Dean, an Assistant Principal, Principal, and School Director; a student may serve an in-school suspension for a period of up to ten days.
Short-term out-of-school suspension	Determined by an Assistant Principal, Principal, and School Director; a student may be removed from school for a period of up to ten days.
Long-term suspension	Determined by the Principal and School Director; a student may be removed from school for a period of more than ten days.
Expulsion	Determined by the School Director and Executive Director; a student may be removed from the school permanently.

Detention

A student can earn school detention for not completing classwork or homework, insubordinate behavior, or obscene or abusive language or gestures in school. Staff members, other than the classroom teacher, may suggest detention for a student's behavior outside of the classroom. It is the responsibility of the appropriate school staff member to inform the student's parent/guardian of the reason for their child's detention. The detention may also be noted in PowerSchool.

Procedures and Due Process for Short-Term Suspensions:

The Director of School or Principal may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Principal and/ or Assistant Principal and/or Dean shall provide notice to inform the student of the charges against them, and if the student denies the charges, an explanation of the evidence against the student. The student will be provided with an opportunity, in person, to present their version of events to the Principal, Assistant Principal, Dean, or the Director of School. Notice will also be given to the parent/guardian.

Procedures and Due Process for Long-Term Suspensions

The Principal or School Director may impose a long-term suspension only after the student has been found guilty at a formal suspension hearing. The decision for a long-term suspension may be appealed. In extreme circumstances, the School Director and/or Executive Director may expel the student from school. Upon

determining that a student's action warrants a possible long-term suspension, the Dean and/or an Assistant Principal will verbally inform the student that they are being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal, Assistant Principal, or Dean will also immediately notify the student's parent/guardian(s) in writing. A written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification will also be provided by telephone if CQA has been provided with a contact telephone number for the parent/guardian(s). Such notice will provide a description of the incident or incidents which resulted in the suspension and will indicate that a formal hearing will be held by the School Director and/or Principal on the matter which may result in a long-term suspension (or expulsion). The notification provided will be in the primary language used by the parents/guardians. The incident will be reviewed at a formal hearing. The hearing will include the School Director, the Principal, the Assistant Principals, the Dean, staff members involved with the incident, and the student with his/her parent/guardian. The student will have the right to be represented by counsel, question witnesses, and present evidence.

If the Director of School initiates a long-term suspension proceeding, they will personally hear and determine the proceeding or may, at their discretion, designate a hearing officer to conduct the hearing. The hearing officer's report will be advisory only and the School Director may accept or reject all or part of it. The School Director's decision to impose a long-term suspension or expulsion may be challenged by the parent/guardian in accordance with the charter school's complaint process.

Before the School Director imposes a long-term suspension, the Dean or Assistant Principal will immediately notify the parent/guardian in writing that the student may be suspended from school. A written notice will be provided by personal delivery, or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent/guardian(s). Where possible, notification will also be provided by telephone. Such notice will provide a description of the incident(s) for which suspension is proposed and will inform the parent/guardian (s) of their right to request an immediate informal conference with the Dean, the Assistant Principal, the Principal, and the Director of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parent/guardian. The parent/guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon as possible after the suspension as is reasonably practicable.

Provisions to Implement Alternative Instruction Options

Alternative instruction must be provided within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.

While homework assignments may be included in a student's requirements, direct instruction will be provided under the direct supervision of a teacher who meets the certification requirements as detailed in Section 2854 (3)(a-1) of Education Law.

A minimum of two hours of alternative instruction will be provided to students, who are awaiting a suspension hearing or have been suspended. Alternative instruction will be provided during school hours by teacher's aides, tutors, and trained volunteers under the direct supervision of a certified teacher.

Students removed for a period of ten days or fewer will receive all classroom assignments and a schedule by which to complete assignments and/or tests missed during their suspension. CQA will provide additional alternative education instruction for a minimum of two hours for each school day. Instruction for each student will be sufficient to enable the student to make adequate academic progress. Students will be provided with instruction by one or more of the following individuals under the direct supervision of a certified teacher(s): teacher's aides or trained volunteers. Instruction will take place in a room that is deemed by CQA as a suspension room.

Students Right to Appeal

Students have the right to appeal both short and long-term suspensions. In the event of a short-term suspension, students, or their legal guardians, will have the option to speak to the school director directly to contest their argument. There is to be at least one additional person at this meeting to serve as a witness and potential arbitrator. Students or their guardians have 24 hours to protest a short-term suspension.

If a student earns a long-term suspension or is engaged in due process of removal from the school, that student, or the student's parent/guardian(s), may exercise the right to contest an argument before the CQA Board of Trustees and in accordance with CQA's formal complaint process.

A student and/or the student's belongings may be searched by a CQA staff member if the staff member has a reasonable suspicion that a search of that student will result in evidence that the student violated the law or a school rule; items that are prohibited on school property, or those which may be used to disrupt or interfere with the educational process, may be removed from the student by CQA authorities.

Student lockers, closets, coat hooks, and desks remain the property of CQA, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker, closet, or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of CQA. The following rules will apply to the search of CQA property assigned to a specific student and the seizure of illegal items found therein:

- CQA authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the school director or his/her designee.
- Items that are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.
- In addition, a student's personal belongings may be searched only when there is a reasonable suspicion that the student possesses an item that is prohibited on school property or which may be used to disrupt or interfere with the educational process.

Discipline of Special Education Students

The School Director will have the authority to suspend or remove a special education student as a disciplinary action, upon conferring with the Executive Director, CQA Board of Trustees, the Principal, and the Special Education Coordinator. CQA will adhere to the Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536. CQA will ensure record-keeping on the number of days a student with a disability has been suspended or removed for discipline reasons. This responsibility will fall to the school office manager, who will keep in close communication with the Dean, the Assistant Principal, the Principal, and the School Director. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the Dean and/or the Assistant Principal in direct communication with the School Director. CQA will also ensure that the parent/guardian and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the school director, working closely with the special education coordinator, the Dean, and Assistant Principal.

When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the School Director, Executive Director, Principal, Assistant Principal, and Dean will follow relevant Federal regulations and ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations; the student is referred to the Committee on Special Education (CSE) for a functional behavioral assessment and behavioral intervention plan, and to make a manifestation determination; the student's parent is provided with a copy of procedural due process rights. CQA will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination; convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan; provide the student's parent with a copy of their procedural due process rights; and determine education services or the interim alternative educational setting consistent with the FAPE requirements.

Grievance Policy

Any individual or group may bring a complaint to the CQA Board of Trustees of the Central Queens Academy Charter School alleging violation of the Act, the charter, or any other law relating to the management or operation of the school.

Formal Complaint Policy

Any individual or group may bring complaints to CQA. This must be done in writing to the school's Principal and allege a violation of law or the school's charter. From there, the Principal is required to send a written response to the individual or group within five school days.

Within five days of the receipt of the response from the Principal, the individual or group may appeal to the School Director in writing. The School Director must provide a written response within five school days.

Within five days of the receipt of the response from the School Director, the individual or group may appeal to

the Executive Director in writing. The Executive Director must provide a written response within five school days.

Within five days of the receipt of the response from the Executive Director, the individual or group may appeal to the CQA Board of Trustees. At the discretion of the CQA Board of Trustees, within 60 days, the complaint may be presented to the CQA Board or its designee by the individual, the group, or by his or their designee. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the school director or other responsible party to act upon the complaint and report to the CQA Board. The CQA Board of Trustees shall render a determination in writing if appropriate or required, within 90 days of meeting with the individual or group.

In accordance with Education Law § 2855(4), if after the presentation of such a complaint to the CQA Board of Trustees, the individual or group determines that the CQA Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York (SUNY) Board of Trustees through the SUNY Charter Schools Institute (CSI), which shall investigate and respond. If, after the presentation of the complaint to CSI, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the CQA Board of Trustees under their jurisdiction to effectuate the provisions applicable under Education Law.

Informal Complaints

Informal complaints do not involve a violation of the law or school charter. They are internal matters of the school. Informal complaints may be specific to classroom activities or disagreement with school policies. Informal complaints will be handled by the School Director and not by the CQA Board or Board's designee. Informal complaints will not be referred to CSI or the Board of Regents.

Confidentiality Policy

Personal information about individual students is considered confidential. We store this information in student files that are located in a locked file cabinet. These records are only available to those staff members who work with the students. Files may not be removed from the building except when they are officially requested from another school.

A student's parent or guardian has the legal right to inspect and review their child's file upon written request to the director of operations. Parents also have the right to representation during any review of their child's record.

Conversations between teachers, administration, and parents and guardians about students, their specific educational concerns, or their past records are confidential. Information should not be shared with staff members or school community members that are not directly involved with the student. If an individual believes

that this confidentiality has been violated, the individual should bring their concerns to the attention of the Principal. The Principal will review the situation and determine if the policy has been violated. If the Principal determines that an individual has violated the confidentiality policy, he or she will be subject to disciplinary action.

Notification of Rights under the Family Educational Rights and Schools Privacy Act (FERPA)

The Family Educational Rights and Schools Privacy Act (FERPA) affords parents certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day CQA receives a request for access. Parents should submit to the Principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent believes is inaccurate or misleading. Parents may ask CQA to amend a record that they believe is inaccurate or misleading. They should write to the Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the administration decides not to amend the record as requested by the parent, the parent will be notified of the decision and he or she will be advised of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the students education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by CQA as an administrator, instructor, or support staff member (including health or medical staff); a person serving on the CQA Board of Trustees; a person or company with whom CQA has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by CQA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
   Family Policy Compliance Office U.S. Department of Education 600 Independence Avenue Washington, D.C. 20202-4605

CQA may release "directory information" without consent as required by Section 99.3. This may include, but may not be limited to, information such as the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photos/images, dates of attendance, and most recent educational institution attended. Parents wishing to prevent the release of such information about their child(ren) must submit a written request to the Main Office

no later than October 1 "of the given school year."

FOIL Policy (Freedom of Information Laws)

It is the policy of Central Queens Academy Charter School (CQA or the school) to furnish to the public information and records required by the Freedom of Information Law (FOIL) constituting Article 6 of the Public Officers Law (POL).

1. Designation of records access officer duties
    a. The school is responsible for ensuring compliance with FOIL. The School's record access officer is the director of operations. All FOIL requests should be sent to the following address: Central Queens Academy Charter School, 55-30 Junction Boulevard, Elmhurst, New York 11373.
    b. The records access officer is responsible for ensuring that the school appropriately responds to public requests for access to its records. The records access officer shall ensure that the following actions are taken:
        i. maintaining an up-to-date and reasonably detailed list of all subject matter of all records in possession of the school, whether or not available under POL §87(2)
            1. the subject matter list shall be sufficiently detailed to permit the identification of the category of the record sought; and
            2. the subject matter list shall be updated annually. The most recent update shall appear on the first page of the subject matter list.
        ii. assisting the requester in identifying requested records, if necessary;
        iii. locating the records and making a determination as to whether access will be granted in whole or in part; and
            1. making available for inspection those records that are required to be produced by law subject to redactions appropriate under law or
            2. denying access to the records in whole or in part, with a written explanation.
        iv. The records access officer may make available a copy of a requested record upon payment or the offer to pay established fees, in accordance with section 8, below.
        v. Upon request, the records access officer will certify that a record is a true copy, or obtain such certification.
        vi. Upon failure to locate records, the records access officer will certify:
            1. the school is not the custodian for such records, or
            2. the records of which the school is a custodian could not be found after a diligent search.
2. Location of Records and Hours for Public Inspection. Public records shall be made available for inspection at: Central Queens Academy Charter School, 88-14 Justice Ave, Elmhurst, New York 11373, weekdays between 1 pm and 5pm. A prior appointment is necessary to review records and can be scheduled with the records access officer.
3. Requests for public access to records
    a. A written request for records is required. Requests can be mailed to the records access officer. If records are maintained on the internet, the requester shall be informed that the records are

accessible via the internet and in printed form either on paper or other information storage medium.

b. Every request for records that is received by any school employee must immediately be forwarded to the records access officer for the latter's response. School personnel other than the records access officer are not authorized to respond to request for records under FOIL, whether orally or in writing.

c. A request must reasonably describe each record being requested. Whenever possible a person requesting records should provide information, including the date of the records, which will identify the records being requested.

d. Pursuant to POL section § 89.3, within 5 business days of receipt of a FOIL request, the record access officer will respond to that request, provided it has reasonably and with particularity described the record being sought as follows:

   i. if the request will be granted in whole or in part, a statement to that effect including, if practical, a copy of the requested record; or

   ii. if the request will be denied, a written explanation of the reason for

   iii. denial; or

   iv. if a decision regarding the request has not yet been made, an acknowledgement of the request and a statement of the approximate date when it is anticipated that the request will be decided, which date shall be reasonable under the circumstances of the request, and, where appropriate, a statement that the request will be determined in accordance with subdivision §89(5) of the POL (trade secret, critical infrastructure information.

   v. if the school determines to grant a request in whole or in part, and if circumstances prevent disclosure within 20 business days from the acknowledgement of the receipt of the request, the letter from the School shall state a) the reason for the inability to grant the request within 20 business days, AND b) a date certain within which the request will be granted in whole or in part (POL §89(3) as amended by Ch. 22 of L. 2005).

e. In determining a reasonable time for granting or denying a request under the circumstances of a request, personnel shall consider the volume of a request, the ease or difficulty in locating, retrieving, or generating records, the complexity of the request, the need to review records to determine the extent to which they must be disclosed, the number of requests received by the School, and similar factors that bear on the ability to grant access to records promptly and within a reasonable time.

f. A failure to comply with the time limitations described herein shall constitute a denial of a request that may be appealed. Such failure shall include situations in which an officer or employee:

   i. fails to grant access to the records sought, deny access in writing or acknowledge the receipt of a request within five business days of the receipt of a request;

   ii. acknowledges the receipt of a request within five business days but fails to furnish an approximate date when the request will be granted or denied in whole or in part;

   iii. furnishes an acknowledgment of the receipt of a request within five business days with an approximate date for granting or denying access in whole or in part that is

unreasonable under the circumstances of the request;

iv. fails to respond to a request within a reasonable time after the approximate date given or within twenty business days after the date of the acknowledgment of the receipt of a request;

v. determines to grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request, but fails to do so, unless the agency provides the reason for its inability to do so in writing and a date certain within which the request will be granted in whole or in part;

vi. does not grant a request in whole or in part within twenty business days of the acknowledgment of the receipt of a request and fails to provide the reason in writing explaining the inability to do so and a date certain by which the request will be granted in whole or in part; or

vii. responds to a request, stating that more than twenty business days are needed to grant or deny the request in whole or in part and provides a date certain within which that will be accomplished, but such date is unreasonable under the circumstances of the request.

4. Denial of access to records
   a. Denial of access to records shall be in writing, shall state the reason and advise the requester of the right to appeal to the individual or body established to determine appeals, [who or which] shall be identified by name, title, business address, and business phone number.
   b. If requested records are not provided promptly, as required in Section 5 of these regulations, such failure shall also be deemed a denial of access.
   c. CQA Board of Trustees has been designated to receive and determine appeals regarding the denial of access to school records under FOIL.
   d. Any person denied access to records may appeal in writing within thirty days of a denial.
   e. The time period within which the records access appeals officer must decide an appeal shall commence upon receipt of a written appeal identifying:
      i. the date and location of request of records;
      ii. a description, to the extent possible, of the records that were denied;
      iii. the name and return address of the person denied access; and
      iv. whether the denial of access was in writing or due to failure to provide records promptly as required by section 4(D).
   f. Pursuant to POL §89.4, the records access appeals officer shall: 1) fully explains in writing the reasons for further denial or provides access to the records to the requester within ten business days of receipt of the appeal; and 2) cause to be transmitted to the Committee on Open Government a copy of each appeal received. The Committee on Open Government, which is a division of the New York State Department of State, is located at 41 State Street Albany, New York 12231.
   g. The records access officer shall inform in writing the appellant and the Committee on Open Government of his or her determination within ten business days of receipt of an appeal. The determination shall be transmitted to the Committee on Open Government in the same manner as set forth in subdivision (f) of this section.

5. Fees
    a. Central Queens Academy Charter School will recoup expenses related to the fulfillment of FOIL requests as allowed by law.
6. Public Notice
    a. A notice containing the name and business address of the records access officer and the Address of the records appeals officer, along with the location where records can be seen or copied, shall be posted in a conspicuous location where school records are stored.

R-10b - Discipline Policy

CQA II's school culture and discipline policies will mirror those of CQA I. As part of setting clear and consistent expectations, CQA's school culture priorities and disciplinary systems are communicated in our family and student handbook (refer to R-10a - School Culture and Discipline). Beginning on page 21, CQA's behavior and culture systems are explained in detail. The Family Handbook is made available on our website.

R-10c - Special Education Policy

Like CQA I, CQA II will operate at all times in full conformity with the federal Individuals with Disabilities Education Act (IDEA). CQA II's special education policy will mirror those of CQA I. Our discipline policy with respect to special education students is provided in the Family Handbook beginning on page 29 (refer to R-10a - School Culture and Discipline).

Discipline of Special Education Students

The school director will have the authority to suspend or remove a special education student, or a student suspected of having a disability, as a disciplinary action, upon conferring with the CQA Board of Trustees, Assistant Principals, the Principal, and special education coordinator. CQA will adhere to the Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536. CQA will ensure record-keeping on the number of days a student with a disability has been suspended or removed for discipline reasons. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the Dean and/or the Assistant Principal in direct communication with the school director. CQA will also ensure that the parent/guardian and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of each school principal, working closely with the special education coordinator, APs and the CQA School Director.

When a suspension or removal of a student with a disability or a student suspected of having a disability constitutes a disciplinary change of placement, the school director, Principal, and Assistant Principals will follow relevant Federal regulations and ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations; the student is referred to the Committee on Special Education (CSE) for a functional behavioral assessment and behavioral intervention plan, and to make a manifestation determination; and the student's parent is provided with a copy of procedural due process rights. CQA will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination; convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan; provide the student's parent with a copy of their procedural due process rights; and determine education services or the interim alternative educational setting consistent with the FAPE requirements.

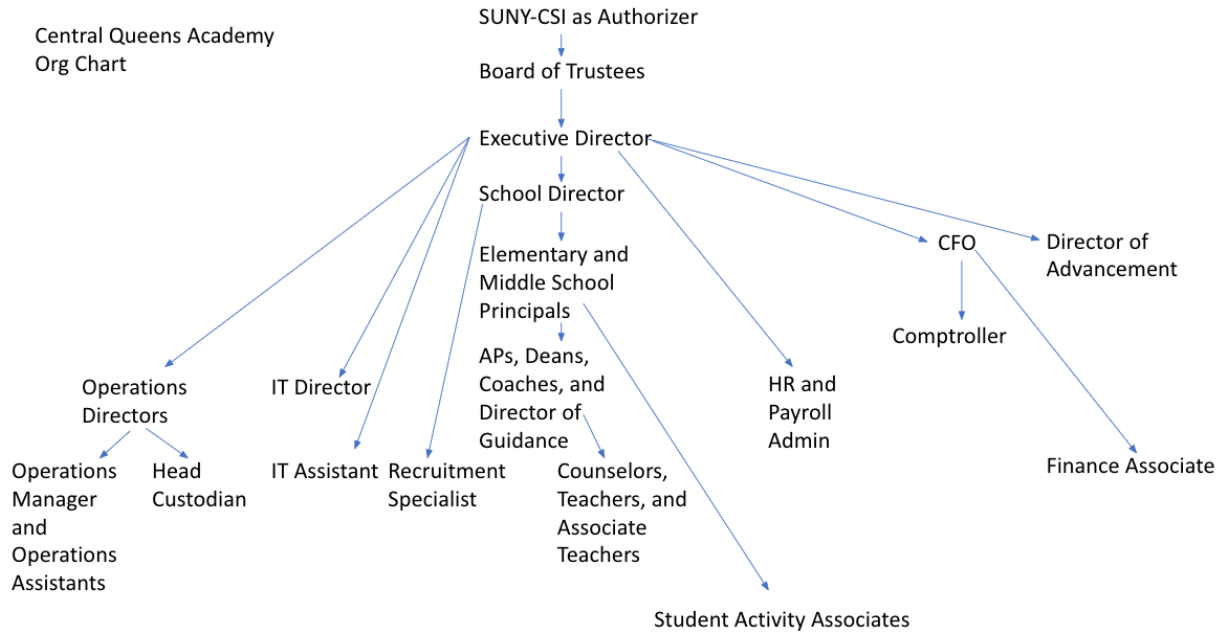
R-10d - Dress Code Policy

CQA II will replicate CQA I dress code policies which are outlined in our Student and Family Handbook (refer to R-10a - School Culture and Discipline) beginning on page 11. The Family Handbook is made available on our website.

R-11ab - School Management and Leadership

(a) Organizational Chart

The organizational charts for the first and fifth years of operations will be the same.



(b) School Leadership and Management Structure

CQA II will replicate the governance structure of CQA I where its Board of Trustees directly oversees the Executive Director who manages the organization's senior management and operations teams. The senior management personnel will consist of the School Director, Chief Financial Officer and Director of Advancement. Senior operations personnel consist of the Director of Elementary School Operations, Director of Middle School Operations, Human Resources Administrator, and School Technology Manager. The School Director oversees all instructional leadership team members.

In year one, CQA II will open two grades - Kindergarten and first grade. The founding CQA II elementary school principal will report directly to the CQA School Director, who reports to the Executive Director. Operations, including facilities, student recruitment and registration, food services, and transportation, will also be managed by the Executive Director.

As CQA II expands, the organizational structure will remain relatively the same, with one educational corporation managing both CQA I and CQA II central office team who report directly to the Executive Director. The central office will provide human resources, finance, fund development, external affairs, operations functions to both CQA I and CQA II. Curriculum and

pedagogical functions for CQA I and CQA II will be managed by one School Director, with each school's instructional leadership teams reporting directly to them.

CQA will set priorities and make key organizational decisions based on its mission, charter, and Accountability Plan. Our primary goal and responsibility is to serve the needs of CQA students. If, in the best interest of students and the school, priorities and organizational changes have to be made the Board is obligated and willing to do so.

CQA will monitor the progress toward meeting the school's mission through the monthly board meetings and regular educational accountability committee meetings. By receiving regular and timely school data, the Board will be able to track the performance of the School during the academic year. Short-term priorities may be re-evaluated after data is analyzed during the monthly board meetings. A more in-depth analysis will occur at the annual summer board meeting where the school's priorities, as aligned to its mission statement, will be held against CQA's accomplishments and challenges during the previous year.

Evaluation and performance management of key personnel by both senior management and the Board will use school data that includes (and is not limited to): student assessments results (State Assessments and other assessments); attrition, promotion, graduation rates; student high-school placements; parent, teacher and student satisfaction surveys conducted by the DOE; reports by the Executive Director, Academic Leader and Operations Director; report and programmatic evaluation of enrichment program; and feedback and communication from CSI.

As with CQA I, hiring of key personnel will focus on key competencies and mission fit. Hiring of CQA II's Principal will be overseen by the CQA School Director. The School Director has proactively begun the search for a CQA II Principal.

Job Description:

Founding Elementary School Principal Fellowship

Overview

The Elementary School Principal Fellow will serve as the founding instructional leader of CQA's elementary school 2, set to open in August 2024. The Principal Fellow position is primarily responsible for 3 phases in 3 successive years. The ideal Principal whole-heartedly believes in and is passionate about the mission and commitments of CQA Charter Schools and exhibits this through their development, leadership and execution of school culture, staff development, student rigor, and operational responsibilities. This position is supervised by CQA's School Director and is a key member of the CQA's leadership team.

Year 1

Design - The Elementary School Principal Fellow will join the CQA Elementary School's instructional leadership team. The Principal Fellow will use that experience to learn CQA

values, community, and intentional decisions behind the learning model. They will set the instructional direction to ensure the academic achievement of all scholars at high levels.

Build - The Elementary School Principal Fellow will work with the School Director and Recruitment Specialist to build the team, community, and infrastructure of a founding K -1 elementary school prepared to expand 1 grade level each year for three years.

August 2023 - November 2023		December 2023 -April 2024		May 2024-July 2024	
% time ES 1 ILT	% time Designing ES 2	% time ES 1 ILT	% time Designing ES 2	% time ES 1 ILT	% time Designing ES 2
80%	20%	60%	40%	20%	80%

Year 2.

Open- The Elementary School Principal will manage the school's academic program, and genuinely and equitably engage campus stakeholders while supporting, developing, and evaluating instructional staff. The founding principal has an opportunity to be a part of developing compassionate global stewards and life -long readers and learners in a progressive environment in the context of supportive, grateful and appreciative families who are excited to collaborate; colleagues who are devoted to their practice, their scho lars, and the school mission; and a leadership team dedicated to supporting professional growth by providing feedback and support.

Essential duties and responsibilities, listed but not limited to:

School Culture

- Enact and enhance a shared school mission and vision, which clearly defines what the school strives to do and why the school does its work.
- Build an environment that lives and breathes CQA's core values.
- Oversee and manage the physical, emotional, and psychological health and safety of all CQA scholars.
- Work to build and maintain a strong, positive, results-oriented school culture where all staff believe that all scholars can achieve when provided with CQA's Essential Elements and 10 Key Strategies.
- Develop a plan that will foster and utilize the relationships between all stakeholders (scholars, families, and staff) necessary for scholar success.
- Build relationships and maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate.
- Continually build and maintain an environment that promotes CQA's core values and vision while developing a strong sense of community in the school.

- Plan, facilitate, and attend school functions such as parent meetings, open houses, parent learning conferences, enrichment events, etc.

Staff Leadership & Development

- Foster a professional culture focused on improving the capacity of each educator to promote scholars' social, emotional, and academic development.
- Support educator talent systems to select, support, and retain highly skilled, committed teachers and staff.
- Motivate, lead, and mentor instructional teams to better pedagogical practices and increase content expertise to accelerate scholar growth with rigorous expectations.
- Provide instructional staff professional development and instructional support through reviewing instructional documents, observing and providing frequent feedback of classroom instruction, designing and monitoring professional growth plan goals, and facilitating weekly PD/staff meetings in alignment with CQA's 10-Key Strategies.
- Communicate the trends within the data for the instructional staff, emboldening them to implement the best pedagogical action plans.

Instructional Leadership

- Manage the curricular design of an academic program aligned to the New York State Learning Standards across all subjects, as well as a focus on scholar-centered instruction, and oversee its proper implementation.
- Build and manage a robust scholar intervention system that meets the needs of all learners with and without mandated services.
- Build and manage a well-rounded, and robust enrichment experience for all scholars.
- Oversee the proper service of all IEP mandates and documented intervention plans AND design a process for measuring and monitoring individual scholar growth.
- Manage the accumulation, disaggregation, and analysis of scholar data to facilitate data-driven instructional decision-making by the instructional leadership team to meet concrete scholar achievement growth goals.
- Develop and implement a plan that will ensure scholar achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and scholar feedback and a plan to address scholars who are struggling.

School Operations

- Be an organizational leader and collaborate with the School Director to ensure effective fiscal and operational practices in support of school achievement.
- Be responsible for, but not limited to, the following: creating the school schedule, creating and facilitating stakeholder events, managing the facility use, and ensuring that scholar enrollment targets are met.
- Work in deep collaboration with the Operations team to strategically manage operational systems that promote each scholar's social, emotional, and academic development.

Experience, Education & Skills Qualifications

The Ideal candidate will possess the following qualities/skills/values:

- Proven leadership and team building skills with the ability to take charge of a situation and support others.
- Adapt to changing environments, ideas, responsibilities, expectations, strategies and other work processes.
- Ability to manage time and work in a fast-paced, dynamic school environment, multi-task, prioritize and stay calm under pressure.
- Excellent interpersonal communication and writing skills.
- Personal and professional dedication to public education and high expectations for scholars in New York City.
- Ability to quickly and efficiently analyze processes as a means to focus on results.
- Demonstrated ability to collaborate deeply with colleagues.
- Commitment to demonstrate love and joy towards scholars, colleagues, and the work.
- Self-starter and motivated to "think outside the box."
- Flexibility, professionalism, creativity and a willingness to learn.
- Reflective learner looking for feedback and not afraid of failure.

Candidates must have:

- 4+ years' experience leading at the elementary school level, with a history of improving urban schools, increasing student achievement, and a passion for education reform.
- 8+ years' experience teaching at the elementary school level with a history of increasing student achievement, and a passion for education reform.
- Extensive experience working with IEPs
- Extensive experience building literacy skills in emerging English language learners.
- Master's degree & Administrative credential required.
- Bi-lingual highly preferred.

R-12ac - Personnel

The CQA II staffing chart is below. It represents the administrators, operations members, teachers and other faculty members, and other staff members for the first five years, starting with an enrollment of 600 in grades K-1 and 5-8, and moving up to 1000 scholars in grades K-8 in year five of the charter.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	5.0	5.0	6.0	7.0	8.0
Deans, Directors & Coordinators	4.0	4.0	4.0	4.0	5.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	2.0	2.0	2.5	3.0
Administrative Staff	8.0	8.0	9.0	9.0	12.0
TOTAL ADMINISTRATIVE STAFF	19.0	19.0	21.0	22.5	28.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	34.0	38.0	42.0	46.0	53.0
Teachers - SPED	6.0	7.0	8.0	9.0	10.0
Substitute Teachers	7.0	9.0	11.0	13.0	14.0
Teaching Assistants	1.0	1.0	1.0	1.0	1.0
Specialty Teachers	10.0	13.0	17.0	20.0	21.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	4.0	4.0	5.0	5.0	6.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	62.0	72.0	84.0	94.0	105.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	2.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	2.0
TOTAL PERSONNEL SERVICE FTE	82.0	92.0	106.0	117.5	135.0

This personnel chart matches the current CQA I middle school staffing and follows the staffing of the CQA I elementary school in its first three years. It assumes the same staffing model for fourth grade as what CQA I currently has for third grade. The school would continue its practice of using vendors for security, cleaning services, and food services. CQA II expects that the New York City Department of Health would provide a school nurse, as it currently does for CQA I.

Central Queens Academy Charter School
Executive Director

Responsibilities

Leadership and Strategic Planning:

- Provide strategic vision and leadership for CQA in service of its mission and lead the organization into its next phase of development, growth and impact.
- Serve as both the internal and external leader of CQA.
- Collaborate with the board, senior leadership, and key stakeholders to provide and implement ambitious, mission-aligned, multi-year, multi-tiered strategic, organizational, and financial plans.
- Cultivate a strong and transparent working relationship with the board; serve as a guide, and promote board engagement in strategic planning, resource development, and overall organizational wellness.
- Keep the board informed of all matters relating to the school, bolstering its ability to make informed decisions at the macro level.

Institutional Advancement and External Relations:

- Serve as an ambassador for the school at all times, raising CQA's profile to attract quality teachers, additional scholars, and donors.
- Maintain effective partnerships with businesses, community organizations, and government agencies.
- Lead and cultivate fundraising efforts; develop new funding sources, deepen connections with current donors, and reestablish relationships with past local, national, institutional, and individual funders.
- Supervise and partner with the Director of Advancement and support her/him in meeting all goals, including grant submissions and capital campaigns.
- Engage and support the board in raising funds; participate in identifying new board members

Management and Operations:

- Provide inspirational leadership, direction, and supervision to the senior leadership team; establish clear lines of communication and reporting, ensuring the continued development and management of a professional and efficient organization.
- Partner with the School Director to finalize the plans for the growth of the elementary school
- Ensure that CQA is in compliance with all applicable statutory, regulatory and charter requirements; work with outside counsel to address any legal needs that may arise.
- Oversee "central office" operations, including budgeting, accounting, financial planning and management, real estate acquisition and development, charter, statutory and compliance.
- Oversee the overall human capital strategy and HR protocol, including compensation, benefits, and bonus policies and guidelines, and establish career paths within the organization.
- Serve as a thought partner to the School Director to ensure that CQA is on target to exceed charter-prescribed academic performance and progress goals.

Qualifications

- An established leader with demonstrated success in a senior management position, preferably with a charter school.
- Significant board development, fundraising, and fiscal management experience.
- A persuasive and passionate communicator with strong written and verbal communication skills.
- Passion for CQA's mission, and ability to inspire others to work for and support the school.
- Excellent organizational skills and operational experience with the ability to set clear priorities and meet deadlines.
- Demonstrated ability to supervise, direct and motivate an effective leadership team responsible for day-to-day operations, program administration, and finance.
- Excellent coalition and consensus building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders including staff, families, funders, and partners.
- Experience building and working with a diverse, equitable, inclusive, multicultural, and anti-racist community.
- BA/BS from an accredited college or university required

PRINCIPAL

RESPONSIBILITIES
Essential duties and responsibilities, listed but not limited to:
School Culture

- Enact and enhance a shared school mission and vision, which clearly defines what the school strives to do and why the school does its work.
- Build an environment that lives and breathes CQA's core values.

- Enact and enhance a shared school mission and vision, which clearly defines what the school strives to do and why the school does its work.
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- Build relationships and maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate.
- Continually build and maintain an environment that promotes CQA's core values and vision while developing a strong sense of community in the school.
- Plan, facilitate, and attend school functions such as parent meetings, open houses, parent learning conferences, enrichment events, etc.

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- Foster a professional culture focused on improving the capacity of each educator to promote scholars' social, emotional, and academic development.
- Support educator talent systems to select, support, and retain highly skilled, committed teachers and staff.
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- Provide instructional staff professional development and instructional support through reviewing instructional documents, observing and providing frequent feedback of classroom instruction, designing and monitoring professional growth plan goals, and facilitating weekly PD/staff meetings in alignment with CQA's 10-Key Strategies.
- Communicate the trends within the data for the instructional staff, emboldening them to implement the best pedagogical action plans.

Instructional Leadership

- Manage the curricular design of an academic program aligned to the New York State Learning Standards across all subjects, as well as a focus on scholar-centered instruction, and oversee its proper implementation.
- Build and manage a robust scholar intervention system that meets the needs of all learners with and without mandated services.
- Build and manage a well-rounded, and robust enrichment experience for all scholars.
- Oversee the proper service of all IEP mandates and documented intervention plans AND design a process for measuring and monitoring individual scholar growth.
- Manage the accumulation, disaggregation, and analysis of scholar data to facilitate data-driven instructional decision-making by the instructional leadership team to meet concrete scholar achievement growth goals.
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School Operations

- Be an organizational leader and collaborate with the School Director to ensure effective fiscal and operational practices in support of school achievement.
- Be responsible for, but not limited to, the following: creating the school schedule, creating and facilitating stakeholder events, managing the facility use, and ensuring that scholar enrollment targets are met.
- Work in deep collaboration with the Operations team to strategically manage operational systems that promote each scholar's social, emotional, and academic development.

Experience, Education & Skills Qualifications
The Ideal candidate will possess the following qualities/skills/values:

- Proven leadership and team building skills with the ability to take charge of a situation and support others.
- Adapt to changing environments, ideas, responsibilities, expectations, strategies and other work processes.
- Ability to manage time and work in a fast-paced, dynamic school environment, multi-task, prioritize and stay calm under pressure.
- Excellent interpersonal communication and writing skills.
- Personal and professional dedication to public education and high expectations for scholars in New York City.
- Ability to quickly and efficiently analyze processes as a means to focus on results.
- Demonstrated ability to collaborate deeply with colleagues.
- Commitment to demonstrate love and joy towards scholars, colleagues, and the work.
- Self-starter and motivated to "think outside the box."
- Flexibility, professionalism, creativity and a willingness to learn.
- Reflective learner looking for feedback and not afraid of failure.

Candidates must have:

- 4+ years' experience leading a school with a history of improving urban schools, increasing student achievement, and a passion for education reform.
- 8+ years' experience teaching with a history of increasing student achievement, and a passion for education reform.
- Extensive experience working with IEPs
- Extensive experience building literacy skills in emerging English language learners.
- Master's degree & Administrative credential required.
- Bi-lingual highly preferred.

ASSISTANT PRINCIPAL

The Assistant Principal will serve as a core member of the Instructional Leadership Team. This position is supervised directly by the Principal.

The Assistant Principal has an opportunity to be a part of developing compassionate global stewards and life-long readers and learners in a progressive environment in the context of supportive, grateful, and appreciative families who are excited to collaborate; colleagues who are devoted to their practice, their scholars, and the school mission; and a leadership team dedicated to supporting professional growth by providing feedback and support.

The ideal Assistant Principal whole-heartedly believes in and is passionate about the mission and commitments of CQA and exhibits this through their development, leadership and execution of school culture, staff development, and instructional leadership.

Essential Duties and responsibilities, listed but not limited, below:
School Culture
The Assistant Principal will…

- Support the Principal to enact and enhance a shared school mission and vision, which clearly defines what the school strives to do and why the school does its work.
- Support the Principal to build an environment that lives and breathes CQA's core values.
- Support the ILT to manage the physical, emotional, and psychological health and safety of all CQA scholars.

- Support the Principal to build and maintain a strong, positive, results-oriented school culture where all staff believe that all scholars can achieve when provided with CQA's Essential Elements and 10 Key Strategies.
- Build relationships and maintain open communications with stakeholders, especially those who are marginalized or traditionally unable to actively participate.
- Support the Principal to continually build and maintain an environment that promotes CQA's core values and vision while developing a strong sense of community in the school.
- Support the Principal to plan, facilitate, and attend school functions such as parent meetings, open houses, parent learning conferences, enrichment events, etc.

Staff Development

The CQA ES Assistant Principal will…

- Motivate, lead, and mentor instructional team to better student literacy pedagogical practices and increase content expertise to accelerate scholar growth with rigorous expectations.
- Provide instructional staff professional development and instructional support through reviewing instructional documents, observing and providing frequent feedback of classroom literacy instruction, and help to facilitate weekly PD/staff meetings in alignment with CQA's 10-Key Strategies.
- Support the Principal to communicate the trends within the literacy data for the instructional staff, emboldening them to implement the best pedagogical action plans.

Instructional Leadership

The Assistant Principal will …

- Manage the curricular implementation of a literacy program aligned to the New York State Learning Standards as well as a focus on scholar-centered instruction.
- Manage a robust scholar literacy intervention system that meets the needs of all learners with and without mandated services.
- Support the Principal to manage the accumulation, disaggregation, and analysis of scholar data.
- Support the Principal to facilitate data-driven instructional decision-making sessions to meet concrete scholar achievement growth goals.
- Support the Principal to implement a plan that will ensure scholar achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and scholar feedback and a plan to address scholars who are struggling.

Experience, Education & Skills Qualifications

Ideal candidates will possess the following qualities/skills/values:

- Proven expertise driving the development of early literacy skills with English Language Learners
- Proven leadership and team building skills with the ability to take charge of a situation and support others.
- Ability to manage time and work in a fast-paced, dynamic school environment, multi-task, prioritize and stay calm under pressure.
- Excellent interpersonal communication and writing skills.
- Personal and professional dedication to public education and high expectations for scholars in New York City.
- Ability to quickly and efficiently analyze process as a means to focus on results.
- Demonstrated ability to collaborate deeply with colleagues.
- Commitment to demonstrate love and joy towards scholars, colleagues, and the work.
- Self-starter and motivated to "think outside the box."
- Flexibility, professionalism, creativity and a willingness to learn.
- Reflective learner looking for feedback and not afraid of failure.

Candidates must have:

- 2+ years' experience leading a literacy team with a history of improving urban schools, increase student achievement, and a passion for education reform.
- 6+ years' experience teaching with a history of increasing student achievement, and a passion for education reform.
- Extensive experience building literacy skills in emerging English language learners.
- Master's degree & Administrative credential required.
- Bi-lingual highly preferred.

DEAN

RESPONSIBILITIES

- Provide critical support to ensure seamless operations.
- Willing to take risks and think creatively to support all staff
- Support efforts to institutionalize effective team practice and build a strong foundation.
- Engage in continual learning and reflective practices to build your skills and career.Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures.
- Create and consistently use individual behavioral management plans as needed.
- Exhibit a high level of organization and a knack for systems of data collection and analysis.
- Manage the diverse ability levels of students.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, informing parents of requisite student discipline.
- Actively participate in professional development and school meetings.

QUALIFICATIONS

- Master's Degree required.
- A minimum of 3 years as a dean or administrator in a school urban setting.
- Understanding of and commitment to the mission, goals, educational philosophy and activities of CQA Charter School.
- Evidence of self-reflective practices, coachability, self-motivation, and collaboration required

SOCIAL WORKER

RESPONSIBILITIES

- Provide crisis intervention, develop intervention strategies, help guide child development, build self-care techniques and strategies.
- Work with families to facilitate support of their child's specific needs, alleviate family stress, assist families to access local programming, assist families in accessing resources.
- Develop and implement staff professional learning around scholar needs and social/emotional health of children, observe students in classes for mental health concerns, assist teachers with behavior management.

- Participate in special education assessment meetings, prepare social or developmental history reports, and counseling.Provide individual and/or group counseling Assess and record student development, identify strengths and areas of improvement.
- Follow school-wide practices for classroom management and individual education plans.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline.
- Actively participate in professional development and school meetings on organization and guidelines.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for individualized counseling.

QUALIFICATIONS

- NYS School Social Worker Certification required
- At least four years of child and family counseling in an urban setting highly preferred
- Spanish speaking highly preferred

GUIDANCE COUNSELOR

RESPONSIBILITIES

- Provide crisis intervention, develop intervention strategies, help guide child development, build self-care techniques and strategies.
- Work with families to facilitate support of their child's specific needs, alleviate family stress, assist families to access local programming, assist families in accessing resources.
- Develop and implement staff professional learning around scholar needs and social/emotional health of children, observe students in classes for mental health concerns, assist teachers with behavior management.
- Participate in special education assessment meetings, prepare social or developmental history reports, and counseling.Provide individual and/or group counseling to our students in areas relating to programming, attendance, high school and college readiness, and crisis intervention when necessary.
- Assess and record student development, identify strengths and areas of improvement.
- Provide a safe, positive learning environment for students
- Follow school-wide practices for classroom management and individual education plans.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline.
- Actively participate in professional development and school meetings on organization and guidelines.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for individualized counseling.

QUALIFICATIONS

- Bachelor's Degree required
- Master's Degree or higher preferred
- NYS MSW or the equivalent required
- At least four years of child and family counseling in an urban setting highly preferred

- Bilingual-Spanish or Asian languages preferred

LEAD TEACHER

RESPONSIBILITIES

- Drive student mastery of core and character standards through excellent teaching practices
- Willing to take risks and think creatively to support all scholars
- Support efforts to institutionalize effective team practice and build a strong foundation
- Engage in continual learning and reflective practices to build your skills and career
- Develop lesson plans which meet established school and Universal Design for Learning curriculum models.
- Adapt and reassess lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, and to update relevant information and include new developments in education
- Manage the diverse ability levels of students.
- Possess and continually develop a working knowledge of Common Core and Next Generation curriculum programs and frameworks.
- Assess and record student development, identify strengths and areas of improvement.
- Provide a safe, positive learning environment for students
- Follow school-wide practices for classroom management and individual education plans.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline.
- Actively participates in professional development and school meetings on curriculum, organization, and guidelines.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for instructional blocks.

QUALIFICATIONS

- Bachelor's Degree required
- Master's Degree or higher preferred
- NYS Certification in K-6 highly preferred
- At least three years of lead teaching experience in an urban setting highly preferred
- Evidence of self-reflective practices, coachability, self-motivation, and collaboration required.

ASSOCIATE TEACHER

POSITION OVERVIEW

We generally see the Associate Teacher role as being a 2-year position with continually growing independent opportunities which will ultimately lead to a lead teacher position. We have elevated all of our previous AT's to lead teaching roles and are looking to replenish our pipeline. The CQA Associate Teacher track actively builds the skills of emerging teachers under the direct guidance and support of a team of veteran educators in a number of ways:

- Associate Teachers are paired with a veteran teacher to learn from while also supporting their class.

- Associate Teachers serve as our in-house substitute teacher, thereby giving them experience in multiple grades and multiple disciplines.
- Associate Teachers are given small groups of intervention scholars to support.
- Associate Teachers are often given a Specials class to teach on their own.

QUALIFICATIONS

- Minimum Bachelor's Degree required
- At least two years of teaching support experience in an urban setting highly preferred
- Evidence of self-reflective practices, coachability, self-motivation, and collaboration required

GENERALIST (TEACHER)

RESPONSIBILITIES

- Drive student mastery of core and character standards through excellent teaching practices
- Willing to take risks and think creatively to support all scholars
- Support efforts to institutionalize effective team practice and build a strong foundation
- Engage in continual learning and reflective practices to build your skills and careerThe Generalist teacher takes over full teaching responsibilities for a staff member that takes a long-term or mid-year leave. This includes teaching, planning, grading, family communications, assessment creation, data analysis, and being a grade level team member.
- Supports testing modifications.
- Co-run a weekly advisory of scholars.
- Provide sub coverage as needed.
- Manage the diverse ability levels of students.
- Provide a safe, positive learning environment for students.
- Provide short term sub coverage as needed.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis
- Actively participates in professional development and school meetings.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for instructional blocks.

QUALIFICATIONS

- Bachelor's Degree required
- Minimum of two years as a successful Associate Teacher (preferable with 1 year as a lead teacher)
- Familiarity with teaching more than one subject
- Comfortable with quick change and ready to pivot when necessary
- Has experience with a diverse population of learners
- Looking to change and grow your own pedagogical approach
- Comfortable making close relationships with families and scholars
- Prepared to join a team of teachers that works together to fill all the gaps in learning-academic, social, emotional.

ELL TEACHER

RESPONSIBILITIES

- Drive student mastery of core and character standards through excellent teaching practices
- Willing to take risks and think creatively to support all scholars
- Support efforts to institutionalize effective team practice and build a strong foundation
- Engage in continual learning and reflective practices to build your skills and careerDevelop lesson plans which meet established school and Universal Design for Learning curriculum models.
- Adapt and reassess lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, and to update relevant information and include new developments in education
- Manage the diverse ability levels of students.
- Possess and continually develop a working knowledge of Common Core and Next Generation curriculum programs and frameworks.
- Assess and record student development, identify strengths and areas of improvement.
- Provide a safe, positive learning environment for students
- Follow school-wide practices for classroom management and individual education plans.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, including presenting student progress reports and informing parents of requisite student discipline.
- Actively participates in professional development and school meetings on curriculum, organization, and guidelines.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for instructional blocks.

QUALIFICATIONS

- Bachelor's Degree required
- Master's Degree or higher preferred
- NYS Certification required
- At least two years teaching experience in an urban setting highly preferred
- Experience/strength in content area of application highly preferred
- Evidence of self-reflective practices, coachability, self-motivation, and collaboration required

ICT/SPECIAL EDUCATION

RESPONSIBILITIES

- Drive student mastery of core and character standards through excellent teaching practices
- Willing to take risks and think creatively to support all scholars
- Support efforts to institutionalize effective team practice and build a strong foundation
- Engage in continual learning and reflective practices to build your skills and career. Assess and record student development, identify strengths and areas of improvement.
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, and integrated classroom strategies.
- Implement IEP goals and strategies into an integrated classroom.

- Assess and record student development, identify strengths and areas of improvement.
- Understands key statistical and computational concepts embedded in the curriculum.
- Support teachers in documenting children's progress.
- Develop lesson plans which meet established school and Universal Design for Learning curriculum models.
- Adapt and reassess lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, and to update relevant information and include new developments in education.
- Exhibit a high level of organization, a knack for systems of data collection and analysis, and preparedness for instructional blocks.
- Manage the diverse ability levels of students.
- Assess and record student development, identify strengths and areas of improvement.
- Communicate with school leadership frequently and all other staff members who engage with students.
- Communicate with parents as per school guidelines on a regular basis, including presenting student progress reports.
- Actively participates in professional development and school meetings on curriculum, organization, and guidelines.

QUALIFICATIONS

- Master's Degree required.
- SPED Certification required.
- Demonstrated knowledge of the NYS four core content areas.
- Experience in evaluating and analyzing testing data.
- Evidence of self-reflective practices, coachability, and collaboration required.
- Outstanding organization, presentation, and facilitation skills

SCHOOL ACTIVITY ASSOCIATE

RESPONSIBILITIES

- Plan and implement age-appropriate activities and games.
- Actively monitor and engage scholars during recess.
- Develop positive, caring relationships with scholars.
- Collaborate and communicate constructively with supervisory staff and team members.

QUALIFICATIONS

- Minimum of 2 years experience working with school age children.
- Is comfortable with quick change and ready to pivot when necessary.
- Has experience with a diverse population of children.
- Prepared to join a team of teachers that works together to fill all the gaps in learning-
- academic, social, emotional.

TALENT RECRUITER

RESPONSIBILITIES

The Director of Talent Recruitment will ensure effective systems for investing and retaining top talent throughout the candidate lifecycle are implemented and monitored. They are responsible for creating new pathways to attract talented and passionate educators. Responsibilities include but are not limited to:

Talent Acquisition

- Ensure that annual recruitment campaigns for teachers and leaders successfully result in the hiring of top-quality educators for CQA's schools
- Oversee the selection process and lifecycle of candidates; ensure all candidates are receiving an exceptional experience that is reflective of the organization's culture
- Ensure that recruitment systems and technology are state of the art and constantly improved, including systems for tracking, scheduling, screening, interviewing, monitoring, and cultivating potential applicants to identify the best prospects
- Manage and oversee the successful maintenance of the applicant tracking system
- Vet the development of interview guidelines, evaluation methods, and training for making the hire to ensure that all school and network teams are equipped with the resources to identify and hire top-tier talent
- Review and analyze post-hire evaluation tools to consistently improve the quality of hires and search processes
- Identify, build, and maintain relationships internally and externally with partners and individuals with the goal of attracting high-caliber candidates
- Support the outreach team by sourcing candidates and boosting the brand by identifying and attending public engagements, networking events, conferences and job fairs
- Provide support to the School Director with the implementation of crucial organizational processes when necessary

Performance Management

- Meet aggressive deadlines for all open positions while ensuring top of the line customer service and communication to all potential employees and internal stakeholders
- Manage recruitment branding technology systems that support the growth of CQA's reputation
- Manage any possible external recruitment partners and consultants, as necessary

QUALIFICATIONS

- Bachelor's degree
- Previous recruitment experience for a charter school
  Previous teaching or school leadership experience
- Project Management experience
- Ability to lead and take initiative, maintain flexibility, and creatively and collaboratively solve problems
- High energy and a deep excitement to identify top talent
- Superior organizational skills and attention to detail; ability to work in a fast-paced environment and effectively manage multiple projects simultaneously
- Exceptionally high standards for the quality of work and a strong growth mindset to improve continuously
- Ability to develop strong relationships and authentically connect with candidates, prospects, and colleagues
- Alignment with the educational philosophy and core beliefs of CQA and ability to inspire excellent candidates to join
- Superior written, verbal, and communication skills

HR AND PAYROLL ADMIN

RESPONSIBILITIES

- Process bi-monthly payroll in a timely and accurate manner.
- Coordinate all employee benefits programs and manage the annual plan reviews and selection process.

- Oversee the monitoring of the certification status of all relevant employees and assist employees in the certification process.
- Supervise the Recruitment Specialist and HR-related tasks conducted by the operations team.
- Oversee the management of the onboarding of new hires and end-of-employment process.
- Coordinate necessary human resources training (i.e., non-discrimination and harassment reporting).
- Organize and maintain all personnel records required for compliance with state, federal law, and local governing bodies and for the annual audits
- Support compliance reporting to NYSED and other governmental agencies.
- Liaise with external partners and ensure legal compliance.
- Oversee the HR software and manage the preparation of HR documents for employees.
- Answer employee queries about HR-related issues.
- Support Compliance/Reporting manager in the maintenance of TEACH accounts and staff certifications.
- Support Compliance/Reporting manager in all compliance reporting to SUNY, NYSED, and other governmental agencies.
- Support Compliance/Reporting manager with SUNY enrollment and retention reporting.
- Support Compliance/Reporting manager in the oversight of GALAXY, ATS, and SESIS accounts.
- Assist the Finance department with preparation of audits.
- Update internal databases of HR data and create regular reports and presentations on HR metrics
- Revise company policies as requested.
- Assist the finance department as requested.
- Participate on the School Leadership Team as requested.
- Lead special projects as assigned by the Executive Director.

QUALIFICATIONS

- Bachelor's in Human Resources or relevant field highly preferred.
- Proven work experience as an HR Administrator, HR Administrative Assistant or relevant role.
- Experience with HR and payroll software.
- Thorough knowledge of local, state, and federal labor laws.
- Excellent organizational skills, with an ability to prioritize important projects.
- Ability to exercise sound judgment and maintain confidentiality.
- Strong phone, email, and in-person communication skills.
- Bilingual-Spanish or Asian languages preferred.

OPERATIONS ADMIN

RESPONSIBILITIES

● Ensure an efficient and organized office environment and upkeep with commonly-used forms.
● Manage reception in the office and serve as a gatekeeper for all students, families, staff, and visitors.
● Fulfill staff supply requests, manage ongoing supply orders, and upkeep the school inventory database.
● Distribute internal and external written notices and communications (translate where necessary) to the school community, including families and staff.

● Ensure accurate management and upkeep of the student information system (SIS) and other record systems.
● Manage and reconcile daily student attendance and tardiness records in the SIS.
● Coordinates eligibility and compliance with Department of Education student transportation.
● Assist the operations team and instructional team (as needed) with the compilation of data for reports.
● Support in the planning and implementation of all family and school events, including but not limited to family information sessions, the student lottery, back-to-school family nights, parent-teacher conferences, assessment days, and summer institute. (Some evenings and Saturdays included).
● Conduct outreach to ensure high attendance amongst families at all events.
● Perform other special projects as assigned by Operations Manager, Director of Operations, or other school leader.
QUALIFICATIONS
● Spanish language and written skills required.
● Exhibits a high level of organizational ability and a knack for systems management.
● Skillful in delivering high quality internal and external customer service.
● Strong skills and proficiency in MS applications such as Word, Excel, and Power Point.
● Ability to exercise sound judgment and maintain confidentiality.
● Strong phone, email, and in-person communication skills.
● Minimum two-three years of experience in a school setting or youth-serving organization required.
● Experience working in a New York City Charter School is highly preferred.

TECHNOLOGY ADMIN

RESPONSIBILITIES

- Provide general support for classroom computers, projectors, Chromebooks, tablets, document cameras, Smart Boards and printers by troubleshooting issues, and helping users with basic instructions on the use of said devices.
- Set up and maintain workstations for both staff and students with computers and peripheral devices (wireless devices, network domain, routers, printers etc.)
- Inspect and maintain all computer hardware to ensure functionality
- Install and configure appropriate software and functions according to specifications
- Perform troubleshooting as needed to diagnose and resolve problems on both network and equipment (repair or replace parts, debugging etc.)
- Provide orientation and guidance to staff on how to operate new software, computer equipment and classroom technology and create “how-to’s” for changing technology
- Provides school support for managing computer labs and carts, by regularly inventorying equipment, and making sure devices are in working order and software is up to date.
- Maintain and update tech inventory program
- Maintain records/logs of repairs and fixes and maintenance schedule
- Maintain records of responsible school asset disposal
- Maintain detailed records of all necessary school software

QUALIFICATIONS

- Proven experience as an IT Technician or relevant position
- Excellent diagnostic and problem-solving skills
- Great attention to detail and the ability to be a ‘forward-thinker’
- Exceptional communication, organizational, follow -through and time-management skills

- In depth knowledge of diverse computer systems and networks, internet security, and data privacy principles
- Degree in Computer Science, engineering or relevant field preferred
- Certification as IT Technician preferred (e.g. CompTIA A+, Microsoft Certified IT Professional)

R-12c - Staff Recruitment and Retention

CQA II will seek to incorporate the best practices learned from the eleven year history of CQA I when it comes to staff recruitment and retention.

CQA I is committed to recruiting high quality, multicultural, and multilingual educators and staff members that embody the school's core values and care deeply about its mission. CQA I selects its own staff and will not discriminate against any employee on the basis of race, color, age, gender, sex, national origin, actual or perceived sexual orientation, marital status, affiliations, political or religious beliefs, medical condition, physical disability or in retaliation. CQA I is an equal opportunity employer that follows all federal and state employment laws and regulations.

CQA I employs a full-time employee dedicated to staff recruitment. This specialist frequently posts for open positions at paid and free websites. These postings include responsibilities, and desired qualifications.

The hiring specialist oversees the entire process once a qualified candidate is identified. CQA I incorporates a thorough hiring process that includes a first-round phone or virtual interview, in-person interview with members of the instructional leadership team or school leadership team (depending on the open position), demonstration of skills, reflection of the demonstration of skills, additional interview questions, and reference checks that include at least one previous supervisor.

The ultimate decision on hiring is made by the Principal, School Director, and/or Executive Director depending on the position. Each employee must submit to a criminal background check and fingerprint check to ensure that the school does not hire anyone convicted of a violent or serious felony.

Prior to employment beginning, each CQA I employee must provide current documents establishing legal employment status to the school's human resources administrator. That administrator maintains records of criminal investigation clearances, according to New York and Federal laws, for all CQA employees. All CQA I staff members are at-will employees. The school's personnel policies apply to all CQA I employees.

CQA I offers a competitive salary, health, vision, dental, retirement, and other benefits. To ensure it is competitive, CQA I participates annually in the Charter Compensation Survey sponsored by the New York City Charter School Center.

CQA I takes pride in retaining the vast majority of its employees annually. It manages to maintain a high percentage of its staff members because of the aforementioned competitive salary and because it makes each individual's work sustainable while providing a professional

work environment that includes a positive school culture, teacher support, opportunities for leadership & collaboration, and high quality school leadership.

- Beginning with the 2014-2015 school year, teacher sustainability became a priority for CQA I. It limited instruction to five periods per day for each teacher and maintained an average class size of 25 or less annually. Administrators sought to ensure that teachers do not cover the classes of absent teachers and added more resources for substitute teachers. Over time, CQA I became more flexible with effective teachers who were teaching a course they previously taught when it came to lesson plan submission.
- CQA I annually works to develop and maintain a positive school culture through a nurturing classroom environment, rewards, events, field trips, professional development on classroom management, teacher coaching, family engagement, and an effective, progressive discipline system that rejects a no excuses model. The school prides itself on being a school with high scholar attendance and parental support.
- The instructional leadership team is composed of the Principal, assistant principals, deans, operations leaders, and counselors who provide teachers with meaningful professional development in August and weekly on Friday afternoons. Many of these leaders provide coaching to new and veteran teachers throughout the school year to individually tailor professional development to meet their needs.
- CQA I teachers have the opportunity to grow into leadership positions as grade level leaders, deans, and assistant principals. Three of CQA I's four assistant principals started out as teachers at the school as did one of the school's two deans. Further, several of the school's associate teachers have become teachers at the school and both of the school's operations directors started out as associates.
- CQA I intentionally creates a master schedule that allows teachers to collaborate with colleagues in the same grade level daily and in the same subject areas, if applicable. Grade level teachers also have scheduled meeting time with a set protocol to go over a variety of topics weekly.
- CQA I's school leaders are well experienced. Both Principals, the School Director, and Executive Director have over 15 years of experience as teachers and leaders. They know how to lead the elementary and middle school. They are strong leaders who make good decisions, provide resources for teachers, effectively communicate, and make CQA I a place where teachers want to stay.

R-12d Personnel Policies

CQA II's personnel policies will mirror those of CQA I. Those policies can be found in our Personnel Handbook included below.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

PERSONNEL HANDBOOK
Revised June 2023

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INTRODUCTION

Welcome to Central Queens Academy Charter School (CQA)! We are overly excited to welcome you to CQA. This personnel handbook ("Handbook") sets forth the many benefits and services available to CQA staff and employees.

How To Use This Handbook

This Handbook is your basic source of information about working at CQA and is intended for your information and guidance. Although it covers the school day and procedures, this guide also describes the key employment procedures, policies, and guidelines for anyone working at CQA.

From time to time, CQA may need to change its policies and procedures as they are described in this guide, and CQA reserves the right to modify, revoke, suspend, terminate, or change any and all policies in this Handbook, at its sole discretion, with or without prior notice to you. Any such revisions to the Handbook must be in writing and approved by the Board of Trustees of CQA. This Handbook supersedes and replaces any and all prior employee handbooks and any inconsistent verbal or written policy statements.

CQA's administration will make every effort to keep employees informed of all material changes to the employment practices of CQA and any applicable law, regulation, and policy. The Handbook is intended to provide guidelines and describe the benefits, program, and general operations of CQA. It is not an express or implied contract for employment, nor will it replace or supersede formal benefit plan documents such as those pertaining to insurance or other benefit plans. In the event of any conflict between information in this Handbook and any formal benefit plan documents, the provisions of the formal benefit plan documents are controlling in all cases.
As a public charter school authorized by the Charter Schools Institute of the State University of New York, CQA is bound by all of the provisions contained in the New York State Charter Schools Act of 1998 ("Charter Schools Act") and, where applicable, the regulations of the Chancellor of the Department of Education for the City of New York. In accordance with the charter granted by the New York State Education Department, an independent board of trustees governs CQA and oversees CQA's policies and operations.

AT-WILL EMPLOYMENT

The provisions of this Handbook are not intended to create express or implied contractual obligations with respect to any matters that it covers. This Handbook also is not intended to create an express or implied contract guaranteeing that any employee will be employed by CQA for any specific time period.
CQA is an at-will employer. This means that regardless of any provision in this handbook, either the employee or CQA may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this handbook or in any document or statement, written or oral, shall limit the right to terminate employment at-will. No officer, employee, or representative of CQA is authorized to enter into an agreement—express or implied—with any employee for employment for a specified period of time. unless such an agreement is in a written contract signed by the Director of School or Executive Director.

If any employee has a written employment contract signed by the Director of School or Executive Director, and a provision of this Handbook conflicts with the terms of that written employment contract, the terms of the written employment contract will be controlling.

CQA's HISTORY, VISION, and MISSION

CQA was intentionally conceived to close the achievement gap for one of the nation's most at-risk student groups, recent immigrant youth, and English Language Learners (ELLs). One of New York City's first charter schools to offer admissions preference to ELL students, CQA is also the first charter school to serve New York City's most overcrowded school district, Community School District 24 (CSD 24).
CQA is guided by the educational philosophy that children learn best in an atmosphere of high expectations that is intentionally designed to meet their needs. The founders envision a lasting community institution that graduates highly literate leaders who feel empowered to achieve their fullest potential. CQA will foster scholastic achievement and character development in an inclusive, culturally responsive small school setting.

The mission of CQA is to prepare middle school students for success in education, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services. The school will lay the foundation for students to be able to graduate, attend the competitive high school of their choice, and go on and excel in college.

Our Core Values:
Care for our Community
Quality of Character
Achievement through Academics

The school's leadership team and board of trustees believe strongly in the principles and practices identified in these statements. CQA's objectives may only be realized when the faculty, staff and volunteers share the mission and vision.

NON-CONVERSION CHARTER SCHOOL EMPLOYEES

CQA is a non-conversion charter school, which means that it is not a conversion from an existing public school. Pursuant to Section 2854(3)(b-1) of the Charter School Act, employees of a newly created, non-conversion public charter school like CQA are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees.
While employees of CQA are not automatically considered members of any collective bargaining unit, CQA respects the right of its staff to organize and will afford its employees reasonable access to any employee organization in accordance with the Charter Schools Act and any other applicable law.

EQUAL OPPORTUNITY EMPLOYER

CQA is firmly committed to equal employment opportunity and makes every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. CQA actively seeks diversity in its student/parent body, faculty, staff, and administration. CQA strictly prohibits and does not tolerate discrimination against employees or applicants on the basis

of race, color, religion, creed, sex, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

Employment decisions at CQA are made in a non-discriminatory manner and are based on qualifications, abilities, and merit. Our policy governs all aspects of employment including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Any individual found to be engaging in unlawful discrimination will be subject to disciplinary action, *up to and including* termination of employment. If employees have any concerns about any type of discrimination, they should bring these issues to the attention of their direct supervisor or Director of School. No employee will be subject to, and CQA prohibits, any form of retaliation for good faith reporting of incidents of discrimination of any kind, pursuing any discrimination claim or cooperating in related investigations.

NEW YORK CITY SUPPLEMENTAL GENDER DISCRIMINATION

In accordance with New York City law, the School prohibits unlawful discrimination in employment based on gender. For purposes of this policy, gender is an individual's actual or perceived sex, including gender identity, self-image, appearance, behavior, or expression regardless of whether the individual's gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the legal sex assigned to that individual at birth.

The School is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, accommodation requests, access to programs and facilities, employee activities and general treatment during employment.

In furtherance of this policy:

- The School gives employees the option of indicating their preferred gender pronoun. The School's systems allow employees to self-identify their names and genders and do not limit such identifications to male and female only.
- All employees and other individuals have access to single-sex facilities consistent with their gender identity or expression. To the extent possible, the School provides single-occupancy restrooms and provides multi-user facilities for individuals with privacy concerns but will not require use of a single-occupancy bathroom because an individual is transgender or gender non-conforming.
- The School's dress code and grooming standards are gender neutral, and therefore do not differentiate or impose restrictions or requirements based on gender or sex.
- The School evaluates all requests for accommodations (including requests for medical leaves) in a fair and non-discriminatory manner.

- Employees who engage with the public as part of their job duties are required to do so in a respectful, non-discriminatory manner by respecting gender diversity and ensuring that members of the public are not subject to discrimination (including discrimination with respect to single-sex programs and facilities).

Employees with issues or concerns regarding gender discrimination or who feel they have been subjected to such discrimination can contact direct supervisor or Director of School. The School prohibits and does not tolerate retaliation against employees who report issues or concerns of gender discrimination pursuant to this policy in good faith.

ANTI-HARASSMENT POLICY

CQA is committed to providing an environment that is free from harassment and coercion, where all employees can work together collaboratively and productively. CQA prohibits all types of harassment, including verbal harassment, that is based on an employee's race, color, religion, creed, sex, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors, and consultants.

CQA will not retaliate, nor will it tolerate retaliation, against any employee who in good faith complains about harassment in the School environment, pursues any claim regarding such harassment or participates in any investigation related to such harassment

Sexual Harassment
CQA prohibits sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting the School's premises by any CQA employee.

Sexual harassment is a form of sex discrimination in violation of federal, state, and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made as a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. All the same applies in connection with the educational or commercial relationships within CQA.

Sexual harassment applies to the conduct of a supervisor or Board member toward an employee, a supervisor or Board member towards another supervisor or Board member, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the workplace as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made.

An occasional compliment of a socially acceptable nature is not sexual harassment. Consensual sexual behavior between adults, outside the workplace and welcomed by both parties, is also not sexual harassment. However, any employee engaged in a consensual romantic or dating relationship with another employee should notify the Director of School and may be asked to sign a document acknowledging that the relationship is free from coercion and harassment.

NYS Updated Policy

Central Queens Academy (CQA) is committed to a workplace free of sexual harassment and retaliation. CQA does not tolerate and prohibits sexual harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer or any third party. CQA also prohibits retaliation as defined below.

Sexual harassment and retaliation are unacceptable in the workplace and in any work-related settings such as business trips and Company-sponsored social functions, regardless of whether the conduct is engaged in by a supervisor, co-worker, client, customer, vendor or other third party. In addition to being a violation of this policy, sexual harassment and retaliation are unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted or testified in an investigation or proceeding involving a complaint of sexual harassment are unlawful.

Definition of Sexual Harassment

Sexual harassment includes harassment on the basis of sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or gender expression (including transgender status) and/or sexual orientation. Sexual harassment includes unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individuals' sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or gender expression (including transgender status) and/or sexual orientation when:

- submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- the conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment can be verbal (including slurs, jokes, insults, epithets, gestures or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts or emails) or physical conduct (including physically threatening another) that denigrates or shows hostility or aversion towards an individual on the basis of sex or gender (including pregnancy, childbirth and related medical conditions), gender identity or gender expression (including transgender status) and/or sexual orientation. Such conduct violates this policy, even if it is not unlawful.

Because it is difficult to define unlawful sexual harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Examples of conduct that violates this policy include:

- unwelcome sexual advances, comments, gestures, flirtations, leering, whistling, touching, kissing, pinching, assault, blocking normal movement.
- requests for sexual favors or demands for sexual favors in exchange for favorable treatment.
- sexual jokes or comments about a person's body, sexuality, or sexual experience.
- propositions or suggestive or insulting comments of a sexual nature.
- derogatory, obscene, or vulgar cartoons, posters, pictures, and drawings.
- sexually explicit emails or voicemails.
- conversation about one's own or someone else's sex life.
- conduct, comments, or hostile actions consistently targeted at only one gender or because of the person's gender or gender identity or expression, even if the content is not sexual.

Definition of Retaliation

Retaliation means adverse conduct taken because an individual reported an actual or perceived violation of this policy, opposed practices prohibited by this policy or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- any action that would discourage the employee from reporting sexual harassment or retaliation.
- shunning and avoiding an individual who reports sexual harassment or retaliation.
- express or implied threats or intimidation intended to prevent an individual from reporting sexual harassment or retaliation; and
- denying employment benefits because an applicant or employee reported or encouraged another employee to report sexual harassment or retaliation or participated in the reporting and investigation process described below.

Reporting Procedures

If the employee believes someone has violated this policy, the employee should promptly bring the matter to the immediate attention of the HR/Payroll Administrator, Vanessa Obodjan at 347-928-1002 or Director of School, Glenn Liebeck at 917-399-6834.

If the person toward whom the complaint is one of the individuals indicated above, employees should contact the Executive Director, Ashish Kapadia at 646-753-0031 or ashish.kapadia@centralqueensacademy.org.

Written complaints can be submitted internally using the form provided in this handbook.

If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the employee should contact the Board of Trustees at board-chair@centralqueensacademy.org.

Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy, must immediately report the issues raised or conduct to the ED.

Investigation Procedures

Upon receiving a complaint, the Company will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy to ensure due process for all parties. To the extent possible, the Company will endeavor to keep the reporting individual's concerns confidential. However, complete confidentiality may not be possible in all circumstances. All individuals are required to cooperate in all investigations conducted pursuant to this policy.

During the investigation, the Company generally will interview the complainant and the accused, conduct further interviews as necessary and review any relevant documents or other information. Upon completion of the investigation, the Company will determine whether this policy has been violated based upon its reasonable evaluation of the information gathered during the investigation. The Company will inform the complainant and the accused of the results of the investigation.

The Company will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the Company determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, whom the Company determines has engaged in conduct that violates this policy will be subject to discipline, up to and including termination. This includes individuals engaging in sexual harassment or retaliation, as well as supervisors who fail to report violations of this policy, or knowingly allow prohibited conduct to continue. Individuals who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Legal Protections and External Remedies

Aside from the internal complaint process at the Company, individuals may choose to pursue external legal remedies with the following governmental entities.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within one (1) year** of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three (3) years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to the Company does not extend the time to file with DHR or in court. The one (1) year or three (3) years is counted from the date of the most recent incident of harassment.

An attorney is not needed to file a complaint with DHR, and there is no cost to file with DHR.
DHR will investigate complaints and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief,

which varies but may include requiring the employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees, and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458; (718) 741-8400; www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized, and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An individual alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if such a law exists. For example, those who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

Remember, Central Queens Academy cannot remedy claimed sexual harassment or retaliation unless individuals bring these claims to the attention of management. Please report any conduct which violates this policy.

27-4 Sexual Harassment Complaint Form

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to the Vice President or the Manager. If you are more comfortable reporting verbally or in another manner, you may do so and can follow the guidelines set forth in the Sexual Harassment policy. You will not be retaliated against for filing a complaint. Once a complaint is received, Central Queens Academy will follow the investigation process described in our policy.

General Information

Your Name / Job Title:

Your Department / Supervisor:

Preferred Communication Method (if via e-mail or phone, please provide contact info):

Complaint Information

1. Please tell us who you believe has violated our policy against sexual harassment. What is their relationship to you (e.g., supervisor, subordinate, co-worker, other):
2. Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.
3. Please provide specific date(s) the alleged sexual harassment occurred. Additionally, please advise if the alleged sexual harassment is continuing.
4. Please list the name and contact information of any witnesses or individuals who may have information related to your complaint. *This last question is optional, but may help the investigation*
5. Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?
6. If you have retained legal counsel and would like us to work with them, please provide their contact information.

Sign and date this form below

Signature: _____ Date: _____

Other Harassment

CQA also prohibits harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting the School's premises that consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of his/her race, color, religion, creed, gender, sexual orientation (including actual or perceived heterosexuality, homosexuality, bisexuality and asexuality), national origin, ancestry, age, disability (including AIDS), citizenship status, marital status, military status, predisposing genetic characteristics or because of any other characteristic protected by local, state, or federal law and which interferes with the individual's work performance or creates an intimidating, hostile or offensive work environment. Such conduct does not belong in our workplace or in any work-related setting outside the workplace and will not be tolerated by CQA.

VIOLENCE IN THE WORKPLACE

CQA is committed to preventing workplace violence. CQA has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises:

All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of CQA.

CQA will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

All employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

CQA will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation CQA may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, *up to and including* termination of employment, and may face criminal charges.

DRUG- AND ALCOHOL-FREE WORKPLACE/DRUG SCREENING

It is the policy of CQA to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

Drug and/or alcohol testing may be required if the School has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner, consistent with applicable law.
Pursuant to the Education Act, use of illegal drugs by a teacher may constitute grounds for dismissal to the extent that the teacher's conduct adversely affects the teacher-pupil relationship and evidences the teacher's unfitness to teach.

Employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled-substance-related felonies, including pleas of nolo contendere (i.e., no contest), must inform CQA within five days of such conviction or plea. The School may file charges against an employee convicted of a controlled-substance-related felony and may suspend the employee without pay while the charges are pending.

Employees who violate any aspect of this policy may be subject to disciplinary action, *up to and including* termination of employment. At its discretion, the School may require employees who violate this policy to successfully complete a drug or alcohol abuse assistance or rehabilitation program as a condition of continued employment.

COMPLAINT PROCEDURE

If an employee believes that he or she has been harassed by any CQA employee, Board member, student, vendor, client, or other school contact, or if an employee becomes aware of conduct that the employee reasonably believes may constitute harassment prohibited by this policy, the employee should immediately report this information to his or her supervisor. If the employee feels uncomfortable making a report to his or her supervisor, the employee may report the conduct to the Director of School. If a satisfactory resolution has not been reached within 15 business days or if the Director of School is involved in the reported conduct, and for some reason the employee feels uncomfortable about making a report directly to the Director of School, then the employee should report directly to the Chairperson of the Board of Trustees of CQA. The Chair of the Board of Trustees can be contacted at board-chair@centralqueensacademy.org.

Investigation and Response

Upon receipt of any complaint regarding any form of harassment prohibited by this Anti-Harassment policy, CQA will investigate the complaint and will take whatever corrective action is deemed necessary. Any individual who is believed to have violated this Anti-Harassment Policy will be subject to disciplinary action, *up to and including* termination of employment. CQA's investigation of and actions taken in

response to violations of its Anti-Harassment policy will be consistent with requirements of applicable state and federal law and Charter School policies, including regarding data privacy.

DISABILITY ACCOMMODATIONS POLICY

CQA is committed to providing equal employment opportunities to qualified individuals with disabilities, which may include providing reasonable accommodation where appropriate. In general, employees are responsible for notifying CQA of the need for accommodation. Once notified by an employee, CQA may ask the employee for input regarding the type of accommodation that the employee believes may be necessary or the functional limitations caused by the employee's disability. Also, when appropriate, CQA may request the employee's permission to obtain additional information from the employee's physician or other medical or rehabilitation professionals. CQA will keep confidential any medical information that it obtains in connection with an employee's request for a reasonably accommodation. All requests under this policy must be directed to the Payroll/Human Resources Administrator.

NEW YORK CITY PREGNANCY ACCOMMODATIONS

Pursuant to the New York City Human Rights Law, the School prohibits unlawful discrimination on the basis of pregnancy or perceived pregnancy and will endeavor to reasonably accommodate the needs of an employee for her pregnancy, childbirth or related medical condition to allow her to perform the essential requisites of the job, provided that such employee's pregnancy, childbirth or related medical condition is known or should have been known by the School, and the proposed accommodation does not impose an undue hardship on the School.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related medical condition should contact their direct supervisor or the Payroll/Human Resources Administrator. If an employee requested an accommodation but has not received an initial response within five (5) business days, she should contact the Director of School.

After receiving a request for an accommodation due to pregnancy, childbirth, or a related medical condition, or learning indirectly that an employee requires such an accommodation, the School will engage in a cooperative dialogue with the employee. Even if an employee has not formally requested an accommodation, the School, in compliance with applicable law, may initiate a cooperative dialogue under certain circumstances, such as when the School has knowledge that an employee's performance at work has been negatively affected and also has a reasonable basis to believe that the issue is related to pregnancy, childbirth or related medical condition.

The cooperative dialogue may take place in person, by telephone or by electronic means. As part of the cooperative dialogue, the School will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how the School may be able to provide a reasonable accommodation. To the extent necessary and appropriate based on the request, the School will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. The School is not required to provide the specific accommodation sought by an employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitation.

As part of the cooperative dialogue, the School reserves the right to request medical documentation from an employee under the following circumstances:

- when employees' request time away from work, including for medical appointments, other than time off requested during the six- (6) to eight- (8) week period following childbirth (for recovery from childbirth); or
- when an employee requests to work from home, either on an intermittent basis or a longer-term basis.

If the School believes that the provided documentation is insufficient, and before denying the request based on insufficient documentation, the School reserves the right to request additional documentation from the employee or, upon the employee's consent, speak with the health care provider who provided the documentation. If applicable, an employee whose time off is covered by the Family Medical Leave Act (FMLA) may also be required to provide medical documentation, depending on the circumstances of the leave request, pursuant to federal law.

At the conclusion of the cooperative dialogue, the School will provide written notice to the employee in a timely manner indicating that the School:

- will be able to offer and provide a reasonable accommodation
- will not be able to provide a reasonable accommodation to the employee because there is no accommodation available that will not cause an undue hardship on the School's operations; or
- will not be able to provide a reasonable accommodation to the employee because no accommodation exists that will allow the employee to perform the essential requisites of the job.

The School will endeavor to keep confidential communications regarding requests for reasonable accommodations and all circumstances surrounding an employee's pregnancy, childbirth, or related medical condition.

Employees with questions regarding this policy should contact their direct supervisor or the Payroll/Human Resources Administrator.

CATEGORIES AND VERIFICATION OF EMPLOYMENT

Employment Categories
CQA staff members will be informed upon hire whether they are considered exempt or non-exempt from federal and state wage and hour laws. Each staff member is categorized as a full-time employee, a part-time employee, a temporary employee, or a consultant, and as either exempt or non-exempt.

Employment Categories

- Full-time employees are those who are not in a temporary status and are regularly scheduled to work 40 or more hours per week. Employees are further categorized as 10-month employees or 12-month, as determined by your position. Generally, they are eligible for CQA's benefit package, subject to the terms, conditions, and limitations of each benefit program.

- Part- time employees are those who are not assigned to a temporary status and who are regularly scheduled to fewer than 30 hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and Workers' Compensation insurance). Part-time employees are eligible to receive Paid Time Off and are eligible to participate in the 401K after meeting specific eligibility requirements (see each section for more information), but are generally ineligible for other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.
- Independent contractors, temporary employees, and consultants are non-employees who generally work on a project basis or for a designated length of time. Individuals in these classifications are not eligible for benefits.

Employment Classifications

- ***Exempt*** employees are not entitled to overtime pay. Employees employed in *bona fide* executive, administrative, or professional capacities are commonly exempt from federal and state minimum wage and overtime requirements.
- ***Non-exempt*** employees are those employees who are eligible for overtime for all hours worked over 40 hours per week and will be paid at least the hourly minimum wage set by federal and state law.

VERIFICATION, BACKGROUND CHECKS

CQA will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

Pursuant to the Charter Schools Act, CQA is required to fingerprint prospective employees for purposes of a criminal history record check.

The Payroll/Human Resources Administrator and Director of School will receive and review the criminal background check results from SED in a timely matter and follow up on any negative findings.

All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of legal authorization to work must be provided within three (3) days of employee's hire date; failure to provide the requested documentation may give rise to rescindment of any offer of employment.

SEPARATION AND TERMINATION

Except where explicitly stated in a written contract signed by the Director of School or Executive Director, all CQA employees are considered "at- will" which means that either the employee or CQA may terminate the employment relationship at any time, for any reason, with or without cause. That said, CQA requests that departing employees provide a minimum of two (2) weeks of notice.

Should a 10-month employee terminate his or her employment at CQA during the academic year, CQA will cease salary and benefit payments as of the date work was discontinued.

Should a 12-month employee terminate his or her employment at CQA during the calendar year, CQA will cease salary and benefit payments as of the date work was discontinued.

Departing employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws. For purposes of final pay calculation, departing employees will be compensated through their last day of employment, unless they are on a leave of absence, and for accrued PTO in accordance with the PTO accrual policy.

PAY PERIODS

Pay periods are semi-monthly; the first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. Check dates are the 5th and the 20th. If a payday falls on a weekend or holiday, checks will be distributed the preceding business day. The Payroll/Human Resources Administrator will notify employees of the specific pay dates. Annual salary increases will take place at the beginning of the school year, where appropriate.

Eligible employees have the option to have their pay directly deposited into their checking or savings account.

DEDUCTIONS AND GARNISHMENTS

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee in writing. The check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by CQA in response to a garnishment notice received from a court or other legal authority. The Payroll/Human Resources Administrator will notify employees of garnishments that must be deducted from their paychecks.

PERSONNEL RECORDS AND FILES

An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, CQA keeps medical records in a file separate from personnel files.
The following information may be included in personnel files:

- employment application and resumé
- signed offer letter
- reference checks
- college transcripts
- job descriptions
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records
- records relating to other employment practices

- letters of recognition
- disciplinary notices or documents
- performance evaluations
- test documents used by an employer to make an employment decision
- exit interviews
- termination records
- fingerprints

The following information will not be included in personnel files:

- medical records
- insurance records
- EEO/invitation to self-identify disability or veteran status records
- immigration (I-9) forms
- safety training records
- child support/garnishments
- litigation documents
- workers' compensation claims
- requests for employment/payroll verification

Personnel and medical files are the property of CQA and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are supervisors and those responsible for maintaining the files that may have a legitimate reason to do so. If an employee wishes to review his or her own personnel or medical file, the employee should contact the Payroll/Human Resources Administrator. With reasonable advance notice an employee may review his or her own personnel or medical file in CQA offices and in the presence of an individual appointed by the Director of School to maintain the files. Employees have the right to copy information and to submit written statements to their personnel files.

It is an employee's responsibility to immediately notify the Payroll/Human Resources Administrator in writing and make changes via the online TRINET portal, of any changes in personnel data such as:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

No one in the School other than the Executive Director, the Payroll/Human Resources Administrator or Director of School is authorized to respond either verbally or in writing to personnel inquiries of any type regarding current or prior employees of the School. CQA will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees in writing.

GENERAL OPERATIONS

Work Hours

CQA's hours of general operations begin at 7:25 a.m. and end at 5:30p.m. In general, middle school teachers and counselors are expected to work at minimum from 8:00am to 3:45pm four days per week, and 8:00am to 4:00pm one day per week. In general, elementary school teachers and counselors are expected to work at minimum from 7:45am to 3:30pm four days per week and 7:45am to 4:00pm one day per week. Classroom instructional staff is expected to ensure a timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of CQA. All non-instructional employees, including administration, are expected to work established hours determined by their supervisor or the Executive Director. All instructional staff members are expected to attend and work during special events including Back to School Nights, Parent Teacher Conferences, and others as directed by the School Director. Non-instructional employees are expected to attend and work during special events on evenings and weekends including Open Houses, and others as directed by the Executive Director.

The School Calendar Year and Its Effect on Employment

Unless otherwise specifically noted, employment with CQA is in no way affected by the school calendar year.

During the non-school calendar year non-exempt employees will continue to be scheduled for work as needed and will continue to receive pay pursuant to their hours worked.

During the non-school calendar year exempt employees, including instructional staff will continue to receive their regular salary. Administrative employees are expected to continue their regular work schedule during non-school periods. While instructional staff is not expected to appear at CQA on a daily basis during non-school periods, they may be expected to prepare lessons and attend relevant conferences during this time as requested by their direct supervisor.

<u>This provision is in no way intended to limit the at-will nature of employment with CQA and all at-will provisions remain in full force.</u>

Building Security

To maintain safety and security, only authorized visitors are allowed in CQA. No visitors (children, parents, spouse, partners, or friends) may come to the School without official prior approval from the Director of

School. Unless staff has planned visits in their schedules, the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

Children in the school must always be supervised by an adult. Faculty is expected to stay with their classes for the period of the class or the lab and under no circumstances should they leave the class or lab unattended. It is mandatory that all CQA students leave the building before 6:00 p.m. unless they are under the supervision of an adult. The adult in charge must not leave the building before the students, and the adult must remain with students or at a nearby location where the students can promptly find the teacher in case of an emergency. All accidents must be reported to the Director of School, nurse (if applicable) and Administrators (if applicable) immediately.

Punctuality and Timekeeping

All employees are required to arrive at the school on time. All employees must record their hours of work at the end of each pay period, in the manner described by the Director of School. Employees subject to this policy must accurately record all time worked. **All employees must tell their supervisor if they are leaving the building during the school day so that they can be located in case of an emergency**.

All employees should notify their supervisors, which include the Assistant Principal(s), Director of School, **AND** Director of Operations by a telephone or other electronic (i.e., text or email) message no later than 6:00 a.m. on the day they will be absent or late to school. When teachers are absent, they are required to provide lesson plans and instructions about special events to the person covering for them. A class schedule posted on the wall is insufficient for this purpose.

At the end of each pay period, teachers must fill out a timesheet as prescribed by the Director of School. Once completed, the Payroll/Human Resources Administrator or appropriate person will process payroll appropriately.

SCHOOL CALENDAR AND HOLIDAY LEAVE

Each year the Board of Trustees, following consultation with the school administration, will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. CQA has discretion with regard to the dates of attendance; CQA will be closed on all legal holidays, as listed below, however the calendar days of observance are subject to change. The School Calendar should be consulted for these and other dates that the School is closed.

- New Year's Holiday
- Dr. Martin Luther King, Jr. Day
- Washington's Birthday Observed
- Lincoln's Birthday Observed
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Columbus Day Observed
- Veteran's Day Observed
- Thanksgiving Holiday
- Christmas Holiday

PAID TIME OFF FOR FULL TIME EMPLOYEES

As a workplace that values work-life balance, CQA offers eligible employees a flexible paid time off (PTO) policy. PTO may be used for any appropriate reason including religious observance, personal days, illness, medical appointments, family care and other personal matters, and accrues in addition to the school holidays noted on the CQA calendar in this handbook. (Paid Time off should not be used for vacation time during the school year for instructional staff). It is expected that all instructional staff adhere to the noted school vacation times**. Instruction and Operations Staff** will not be granted PTO for the day immediately before or after a school vacation or holiday.

Full-time employees are eligible for PTO. PTO accrues at a rate of 4 hours per pay period. PTO must be requested, and the approval of time off will be subject to the school's needs including student interests, staffing requirements and other conditions. Employees must request time off as early as feasibly possible by submitting a written request via email or text to his or her direct supervisor, (Director of School, Director of Operations, CFO or Executive Director) preferably no less than 3 days prior to the intended day off. PTO requests once approved should be entered into the appropriate online portal by the employee. PTO will not accrue while an employee is on a leave.

For the purpose of the Paid time off benefits, employees are categorized into one of the following groups:

- Instruction:
    - Leadership (12-month employees)
    - Faculty (10-month employees)
- Operations (12-month)
    - Leadership (Executive Director, Operation Director, Advancement Director)
    - Staff (Operations Team)
- Finance (12-month)
    - Leadership (Finance Director)
    - Staff (Finance team)

PTO accrues and is carried over as follows:

Each full-time employee accrues eleven (11) days annually at a rate of 4 hours per pay period beginning with the first pay cycle and ending with the 22nd pay cycle. PTO will not accrue while an employee is on a leave.

- Unused, accrued PTO time will be carried over annually, up to a maximum of 25 days. At no time will a PTO bank hold more than twenty-five (25) days.
- In rare cases, an employee may donate up to five (5) PTO days to another employee. Such a case must be approved by both employees as well as the Executive Director.
- Active 12-month employees who are required to work during July and August are given 10 additional summer PTO days.
    - Instructional Leadership and staff and Operations staff must use their summer PTO days between July 1 and August 15. These summer PTO days must be approved by their direct supervisor. Employees hired after August 25th of the previous school year, will be provided pro-rated summer PTO days. These summer PTO days are not counted towards the overall PTO bank and will not carry over or be paid out upon separation.

- Upon separation of employment, CQA will pay the employee for their remaining PTO according to the vesting statements below. If, and only if, the employee's first day of work was before July 1, 2015, then the employee will receive a percentage of time based on the years of service to the school:

0-2 year of service – 50% of time remaining
3-5 years of service - 75% of time remaining
Over 5 years of service – 100% of time remaining
If the employee's first day of work was after July 1, 2015, then the employee will be paid 50% of the time remaining.

If an employee's separation of employment with CQA is voluntary, the departing employee will only be paid for his or her remaining PTO if the departing employee gives CQA a minimum of two (2) weeks' notice of their termination of employment.

For the purposes of PTO tracking, CQA will follow the FFCRA for tracking PTO. In the event that the FFCRA expires, and there is no similar legislation in effect for public school employees in New York, CQA will NOT deduct PTO for employees who are absent due to contracting COVID-19 or having to care for a child with COVID-19. CQA may instruct an employee of a return date to work if the employee no longer has symptoms of COVID-19 or subsequently tests negative for COVID-19. CQA may require an employee to provide proof of a positive COVID-19 test.

PAID TIME OFF FOR PART TIME EMPLOYEES

For part-time employees, PTO will accrue pro rata in accordance with their work schedule. Thus, for example, part-time employees working 75% of a regular work schedule will accrue at 75% of the full schedule.

Employees working less than 50% of a work week will accrue PTO at a rate of 1 hour for each 30 hours worked as per DOL rules. P/T employees unused, accrued PTO will carry over up to a max of 40 hours. At no time can a Part Time employee have more than 40 hours in his/her PTO bank. Upon termination or separation, part time employees will not be paid out for any unused, accrued PTO time. PTO will not accrue while an employee is on a leave.

The PTO policy does not change other CQA policies or the requirements associated with applying for these policies, including but not limited to requirements for applying for leave under the Family Medical Leave Act, the Short Term and Long-Term Disability policies, the Child Care Leave Paid Time Off Policy, Jury Duty, or other relevant paid time off policies as governed by local state law regulations.

Scheduling PTO
PTO must be scheduled and approved by the employee's direct supervisor, whether it is the Director of School, Director of Operations, or Executive Director. Requests made in the manner are reviewed based on a number of factors, including business needs, staffing requirements, and scheduled time off of other employees. Requests may be denied if it is inconsistent with the smooth operations of CQA. In some instances, it may not be possible for an employee to schedule PTO. Unscheduled PTO is only permitted in cases of medical emergencies or illness, or where otherwise legally required. Abusive use of the PTO policy will be subject to discipline up to and including termination.

For scheduled or unscheduled PTO, employees must email their direct supervisor, receive email approval from that direct supervisor, and then enter their PTO request in TRINET for the PTO to be officially authorized. Failure to follow this procedure may result in an unauthorized absence.

BEREAVEMENT LEAVE

Bereavement leave is granted as follows: If an employee suffers the loss of an immediate family member, he or she will be entitled to bereavement pay for up to three days. The employee may be granted additional time without pay or may use earned unused personal days for additional bereavement leave. The employee should notify his or her supervisor as soon as possible, telling the supervisor the reason for and expected length of absence. As used in this paragraph "immediate family member" means a spouse, partner, parent, parent-in-laws, child, sibling, sibling-in-laws, grandparent, aunts, uncles, first cousins and or any other relative permanently residing with the employee. In extremely rare cases, an employee may request in writing to the Executive Director that a relative not listed above may be considered an "immediate family member" with the understanding that CQA is unlikely to grant such a consideration. Employees may be asked to produce a death certificate or memorial service program within five working days of returning to work.

TIME OFF TO VOTE

CQA encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, CQA will grant such employees time off to vote in accordance with state or local law. Employees should request time off to vote from their supervisors in writing between 2 and 10 days prior to the Election Day. CQA reserves the right to designate whether employees can take time off at the beginning or end of their shifts.

MILITARY DUTY

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves, Public Health Service, or state military service will be granted an unpaid leave of absence for military service, training, or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is required unless military necessity prevents such notice. Neither sick leave nor vacation time accrue during any period of military leave of absence, but employees may use any or all of their accrued but unused vacation or other paid time off during their military service leave. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with federal and state law. CQA will not discriminate or retaliate against employees because they are subject to federal or state military duty and/or requested leave under this policy.

Military Spouse Leave

In accordance with state law, CQA provides up to ten days of unpaid leave to an employee whose spouse is a member of the US Armed Forces, National Guard or Reserves and who has been deployed during a period of military conflict, to combat theater or combat zone operations. Employees are eligible to take this leave only if they work an average of 20 hours or more per week and if their spouse is on leave from military service.

WEATHER DAYS AND OTHER CLOSINGS

The School may be closed due to inclement weather or other situations. The School will follow and abide by the decision of the Mayor of New York City in determining whether New York City Department of Education schools are to be open, delayed, or closed during inclement weather. An orderly process for notification of public media outlets and parents, if practical, shall be developed and implemented if necessary. At the discretion of the Director of School any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

EMPLOYEE ABSENCES

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself or herself from required duties without authorization. This would cover nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities.

An employee who is absent for a period of at least three days without notifying the Director of School will be considered to have resigned without giving the required two-week notice, with such resignation effective on the initial date of absence. The Director of School will make the determination of unauthorized absence.

Employees who are absent with authorization for three or more consecutive days are required to provide a physician's note or other verification. The Director of School may, at his/her discretion, require a physician's note or other verification as to an employee's claimed reason for absence. Such verification shall be provided within five working days of the request.

LEAVES WITH OR WITHOUT PAY

Employees may request a paid or unpaid leave of absence. Employees seeking a leave should first make the request to their supervisor, who will discuss the request with the Director of School. The Director of School has sole discretion to grant or deny requests for leaves, which shall be considered on the basis of CQA's best interest. An employee's failure to return from a leave at a pre-appointed time will be considered abandonment and can result in immediate termination of employment.

FAMILY AND MEDICAL LEAVE

Pursuant to Family and Medical Leave Act ("FMLA"), individuals who have completed at least twelve (12) months of employment with CQA and worked 1,250 hours for CQA during the past twelve (12) months are eligible for as much as twelve (12) weeks of unpaid job-protected leave for any of the following reasons:

- for the birth and care of a newborn child of the employee
- for placement with the employee of a child for adoption or foster care
- to care for a spouse, son, daughter, or parent with a serious health condition
- to take medical leave when the employee is unable to work because of a serious health condition; or

- for qualifying exigencies arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or call to active-duty status as a member of the National Guard or Reserves in support of a contingency operation.

You may meet the FMLA requirement and become eligible for FMLA while you are out on leave. All eligible leave-taking employees will be restored to the same or equivalent position of employment held prior to the leave, subject to CQA's staffing and operational needs. Pursuant to the FMLA's provisions regarding local educational agencies, CQA may require instructional employees requesting leave to alter the terms of their leave to accommodate CQA's instructional goals. Such accommodations may include shifting the beginning and end dates of the leave or a temporary transfer to an alternative position with equivalent pay and benefits.

In certain circumstances, CQA may also grant non-FMLA medical leaves of absences. If you wish to request such leave, please contact the Payroll/Human Resources Administrator. CQA may request medical documentation to substantiate these requests.

The Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Payroll/Human Resources Administrator.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive); 2) have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses his/her FMLA leave. Leave may be taken for anyone, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care
- To care for the employee's spouse, son, daughter, or parent (but not in-law) who has a **serious health condition**.
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care, or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Service member Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered service member** is entitled to take up to 26 weeks of leave during a single 12-month period to care for the service member with a serious injury or illness. Leave to care for a service member shall only be available during a single-12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured service member.

A "**covered service member**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." **Covered service members** also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks, or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered service member. Qualifying exigency leave also may be taken on an intermittent basis.

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the School may require the employee to choose either to: (i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or (ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

These rules apply only to a leave involving more than 20 percent of the working days during the period over which the leave extends. For example, if an instructional employee who normally works five days each week needs to take two days of FMLA leave per week over a period of several weeks, the special rules would apply. Employees taking leave which constitutes 20 percent or less of the working days during the leave period would not be subject to transfer to an alternative position. “Periods of a particular duration” means a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed and may include one uninterrupted period of leave.

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the employer may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the employer may require the employee to delay the taking of leave until the notice provision is met.

If an employee chooses to take leave for “periods of a particular duration” in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

D. Limitations on Leave Near the End of an Academic Term

If an instructional employee begins leave more than five weeks before the end of a term. The School may require the employee to continue taking leave until the end of the term if— (i) The leave will last at least three weeks, and (ii) The employee would return to work during the three-week period before the end of the term.

If the employee begins leave during the five-week period before the end of a term because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member. The school may require the employee to continue taking leave until the end of the term if— (i) The leave will last more than two weeks, and (ii) The employee would return to work during the two-week period before the end of the term.

If the employee begins leave during the three-week period before the end of a term because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member. The employer may require the employee to continue taking leave until the end of the term if the leave will last more than five working days.

For purposes of these provisions, “academic term” means the school semester, which typically ends near the end of the calendar year and the end of spring each school year. In no case may a school have more than two academic terms or semesters each year for purposes of FMLA. An example of leave falling within these provisions would be where an employee plans two weeks of leave to care for a family member which will begin three weeks before the end of the term. In that situation, the employer could require the employee to stay out on leave until the end of the term.

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The employer has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the employer shall be required to maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

E. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate discharge, to the extent permitted by law.

F. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

G. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits, and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

H. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the School of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform the Payroll/Human Resources Administrator of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status to a foreign country; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered service member with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered service member, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification,** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the School with authorization allowing it to clarify or authenticate certifications with health care providers, the School may deny FMLA leave if certifications are unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered service member, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee.

2. Medical Re-certifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the School with medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require employees to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to covered active duty status and the dates of the military member's covered active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered service member with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered service member. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered service member confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees may use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the School will allow employees to use accrued paid time to supplement any paid disability benefits.

F. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during FMLA leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee were actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a method determined by the Company upon leave.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.

IV. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact the Payroll/Human Resources Administrator. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to:

1. interfere with, restrain, or deny the exercise of any right provided under FMLA; or
2. discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Payroll/Human Resources Administrator immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

V. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Payroll/Human Resources Administrator.

NEW YORK PAID FAMILY LEAVE

As of January 1, 2022, eligible employees are entitled to up to twelve (12) of Paid Family Leave (PFL) within any 52 consecutive week period. PFL benefits are financed solely through employee contributions via payroll deductions.

Eligibility Requirements

Employees who have a regular work schedule of 20 or more hours per week and have been employed at least 26 consecutive weeks prior to the date PFL begins (or who have a regular work schedule of less than

20 hours per week and have worked at least 175 days to the date PFL begins) are eligible for PFL. An employee has the option to file a waiver of PFL and therefore not be subject to deductions when his or her regular employment is:

- **Full-time employees:** Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.

- **Part-time employees:** Employees who work a regular schedule of less than 20 hours per week are eligible are working 175 days, which do not need to be consecutive. Employees with irregular schedules should look at their average schedule to determine if they work, on average, fewer than 20 hours per week.

Entitlement

PFL is available to eligible employees for up to twelve (12) weeks *within* any 52 consecutive week period. PFL is available for any of the following reasons:

- to participate in providing care, including physical or psychological care, for the employee's family member (child, spouse, domestic partner, parent, parent-in-law, grandchild, or grandparent) with a serious health condition; or

- to bond with the employee's child during the first 12 months after the child's birth, adoption, or foster care placement; or

- for qualifying exigencies, as interpreted by the Family and Medical Leave Act (FMLA), arising out of the fact that the employee's spouse, domestic partner, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the armed forces of the United States.

The 52 consecutive week period is determined retroactively with respect to each day for which PFL benefits are currently being claimed.

PFL benefits are financed solely through employee contributions via payroll deductions.

The weekly monetary benefit will be 67% of the employees' average weekly wage, up to a cap of 67% of the current Statewide Average Weekly Wage (SAWW). For *2022*, the maximum weekly benefit is $1,068.36. For *2023*, the maximum weekly benefit is $1,131.08, which is $62.72 more than the maximum weekly benefit for 2022.

CQA and an employee may agree to allow the employee to supplement PFL benefits up to their full salary with paid time off, to the maximum extent permitted by applicable law.

An employee who is eligible for both statutory short-term disability benefits and PFL during the same period of 52 consecutive calendar weeks may not receive more than 26 total weeks of disability and PFL benefits during that period of time. Statutory short-term disability benefits and PFL benefits may not be used concurrently**.**

Definition of a Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential health care facility, or continuing treatment or continuing supervision by a health care provider. Subject to certain conditions, the continuing treatment or continuing supervision requirement may be met by a period of incapacity of more than three (3) consecutive full days during which a family member is unable to work, attend school, perform regular daily activities or is otherwise incapacitated due to illness, injury, impairment or physical or mental conditions, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment two (2) or more times by a health care provider; or treatment on at least one (1) occasion by a health care provider, which results in a regimen of continuing treatment under the supervision of the health care provider. The continuing treatment or continuing supervision requirement also may be met by any period during which a family member is unable to work, attend school, perform regular daily activities, or is otherwise incapacitated due to a chronic serious health condition or an illness, injury, impairment, or physical or mental condition for which treatment may not be effective. A chronic serious health condition is one which requires periodic visits for treatment by a health care provider; continues over an extended period of time (including recurring episodes of a single underlying condition); and may cause episodic rather than a continuing period of incapacity. Examples of such episodic incapacity include but are not limited to asthma, diabetes, and epilepsy. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one (1) block. Leave can be taken intermittently in daily increments. Leave taken on an intermittent basis will not result in a reduction of the total amount of leave to which an employee is entitled beyond the amount of leave actually taken.

Employee Responsibilities

An employee must provide 30 days' advance notice before the date leave is to begin if the qualifying event is foreseeable. When 30 days' notice is not practicable for reasons such as lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, the employee must provide notice as soon as practicable and generally must comply with the CQA's normal call-in procedures. Failure by the employee to give 30 days' advance notice of a foreseeable event may result in partial denial of the employee's benefits for a period of up to 30 days from the date notice is provided.

Employees must provide sufficient information to make CQA aware of the qualifying event and the anticipated timing and duration of the leave. Employees must specifically identify the type of family leave requested. Employees also must provide medical certifications and periodic recertification or other supporting documentation or certifications supporting the need for leave. An employee requesting PFL must submit the following forms to CQA's insurance carrier: 1) a completed Request for Paid Family Leave or PFL-1 form 2) Bonding Certification: PFL-2 Form plus documentation; 3) Health Care Provider Certification: PFL-4 Form plus Personal Health Information (PHI) Release (PFL-3 Form); or 4) Military Qualifying Event: PFL-5 Form plus documentation.

Job Benefits and Protection

During any PFL taken pursuant to this policy, CQA will maintain coverage under any existing group health insurance benefits plan as if the employee had continued to work. The employee must make arrangements with the Payroll/Human Resources Administrator prior to taking leave to pay their portion of any applicable health insurance premiums each month.

CQA's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, CQA will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

Any employee who exercises his or her right to PFL will, upon the expiration of that leave, be entitled to be restored to the position held by the employee when the leave commenced, or to a comparable position with comparable benefits, pay and other terms and conditions of employment. The taking of leave covered by PFL will not result in the loss of any employment benefit accrued prior to the date on which the leave commenced.

Leave Concurrent with FMLA

CQA will require an employee who is entitled to leave under both the Family & Medical Leave Act (FMLA) and PFL, to take PFL concurrently with any leave taken pursuant to the FMLA. When the total hours taken for FMLA in less than full-day increments reach the number of hours in an employee's usual workday, CQA may deduct one (1) day of PFL from an employee's annual available PFL.

CQA PAID PARENTAL LEAVE OF ABSENCE

Full-time and employees who have completed one year of continuous service with CQA are eligible to receive up to four (4) weeks of paid parental leave related to the birth, adoption, or foster care of a child.

Any leave taken under this provision qualifying as leave under the state and/or federal family and medical leave laws will be counted as family/medical leave and charged to the employee's entitlement of twelve (12) workweeks of family/medical leave in a 12-month period.

In addition, full-time and part-time employees returning from maternity/paternity leave may work from home one day a week for up to the first four (4) weeks after the employee returns to work.

LACTATION BREAK POLICY

CQA provides a reasonable amount of time to accommodate an employee's need to express milk for the employee's nursing child for up to three years following the birth of the child. CQA will make a reasonable effort to provide the employee with the use of a private location in close proximity to the employee's work area for such break time. Discrimination, harassment, and retaliation against an employee who chooses to express breast milk at work in accordance with this policy is strictly prohibited.

Lactation Room Accommodation Policy

Employees have the right to request a lactation room for purposes of expressing breast milk. The lactation room will be sanitary place, other than a restroom, which is shielded from view, free from intrusion, able to be locked from the inside and in reasonable proximity to the employees' work area. The lactation room

will include an electrical outlet, a chair, and a surface on which to place a breast pump and other personal items and nearby access to running water. A refrigerator suitable for breast milk storage will also be available in a reasonable proximity to the employee's work area.

Purpose
Central Queens Academy (CQA) supports the rights of nursing mothers who wish to express breast milk during the workday. Employees can elect to take time to express breast milk during their CQA will provide this break time for up to three years following the birth of a child.

General Rules
Nursing mothers of newborns up to three (3) years from their date of birth. Employees are required to provide reasonable notice to CQA that they intend to take breaks for expressing breast milk upon returning to work. The requested break time should, if possible, be taken concurrently with the regularly scheduled meal and rest breaks. If the break time cannot run concurrently with the meal and rest breaks already provided to the employee, the break time will be unpaid for nonexempt employees. Reasonable unpaid break time shall be no less than twenty (20) minutes. If the room is not in close proximity to the employee's workstation (e.g., as in a shared work location with a common lactation room) each break shall be no less than thirty (30) minutes. Employees can elect to take shorter unpaid breaks for this purpose. Where additional breaks are required, employees should work with their supervisor regarding scheduling. A nonexempt employee can elect to work before or after her normal shift to make up the amount of time used during unpaid break time for expression of breast milk, so long as the additional time requested falls within the Company's normal work hours. An employee may be required to postpone scheduled unpaid break time for no more than thirty (30) minutes if she cannot be spared from her duties until appropriate coverage arrives.

Procedures
Employees requesting an accommodation under this policy should contact the Payroll/Human Resources Administrator. Operations of their Lactation Room Request, preferably with approximate schedule.

Lactation Room Use Guidelines

1. Usage of this room should be limited to activities associated with expressing breast milk only.

2. A room designated as the lactation room may be used for another purpose when the employee is not using it to express milk. Employees who have questions or concerns related to lactation room scheduling conflicts can contact HR/Payroll Administrator, Vanessa Obodjan x4025 or 347-928-1002.

If providing a requested lactation room will place an undue hardship on CQA's operations, we will engage in good faith in a cooperative dialogue with the employee concerning the employee's accommodation needs and will provide the final determination of the accommodation request in writing.

CQA will not demote, terminate, or otherwise take adverse action against an employee who requests or makes use of the accommodations and break time described in this policy.

JURY DUTY LEAVE

CQA understands employees may fulfill their civic responsibilities by serving jury duty.

Full-time & Exempt Employees:

Employees must report their anticipated jury duty to their supervisors immediately upon receipt of the summons. Upon completion of jury duty service, an employee must provide a copy of the "Completion of Jury Duty" notice to the Director of School, who will forward a copy of this notice to the Payroll/Human Resources Administrator for inclusion in the employee's personnel file.

Employees on jury duty are required to report to work whenever the court schedule permits. CQA will pay full-time employees (and reduced-time or part-time employees if their hours cannot be rearranged to avoid loss of work time) for the difference between jury duty pay and normal straight-time pay, up to a maximum of one week (5 workdays) for actual time served on jury duty. Employees may also use any or all of their accrued but unused vacation or other paid time off during their jury duty leave. In addition, exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. CQA prohibits any retaliation against employees who requests leave pursuant to this policy in order to serve on a jury.

Temporary & Non-exempt employees

Employees must report their anticipated jury duty to their supervisors immediately upon receipt of the summons. CQA will pay a temporary non-exempt employee $40.00 each day for the time missed from work for up to 3 days of jury service. If jury duty lasts longer than 3 days, the remaining time spent on jury duty will be unpaid.

BONE MARROW AND BLOOD DONATION LEAVE

Employees who work an average of 20 hours or more each week are eligible to receive: (1) up to 24 hours of unpaid leave to donate bone marrow; and (2) up to three hours of unpaid leave in any 12-month period for blood donation leave. Although leave under this policy is unpaid, exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Additionally, employees may use any or all of their accrued but unused vacation or other paid time off for leave taken pursuant to this policy.

WITNESS AND VICTIMS OF CRIME LEAVE

Occasionally, employees may be the victims of a crime that requires them to attend or participate in legal proceedings, or they may otherwise be legally compelled to attend a judicial proceeding as a witness. In accordance with state law, CQA employees are given the necessary time off to attend or participate in court proceedings.

If an employee receives a duly issued subpoena to appear as a witness during work time, the employee should immediately notify his or her supervisor. Any subpoenas involving testimony about CQA, and employment at CQA, must also be immediately reported to the Director of School. CQA is not responsible for compensating the employee for appropriate witness fees.

Leave under this policy is unpaid, except that exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Employees may also use any or all their accrued but unused vacation or other paid time off for leave taken pursuant to this policy.

OVERVIEW OF BENEFITS PROVIDED

Eligible full-time employees at CQA are provided a range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Benefits eligibility is dependent upon a variety of factors, including employee classification. Employees should contact the Payroll/Human Resources Administrator for help identifying programs for which they are eligible and for the most up to date information. Part-time employees will be denied the range of benefits except for the 401k plan after 6 months of employment.

Insurance

The School provides medical insurance, dental insurance, and a vision care plan. Employees should consult the materials distributed by the School for questions concerning these plans or direct their questions to the Payroll/Human Resources Administrator.

Continuation of Medical Insurance - COBRA

The federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under CQA's health plan for at least 18 months (under certain circumstances up to 29 months) when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events include resignation or termination of employment, death of an employee, a reduction in an employee's hours or an employee's divorce or legal separation from their spouse.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee. CQA provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations.

This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

CQA employees, who decline CQA's invitation to return for the following school year and whose employment ends at the end of the school year in June, may be eligible for COBRA reimbursement for July and August immediately after termination in June. To be eligible, a voluntary resignation notice must be submitted to the School Director by May 15 (noting the intent to terminate employment as of the last school day in June). If the employee chooses to enroll in COBRA, the employee may request a COBRA reimbursement from CQA for the months of July and August. The request for reimbursement must be submitted to HR along with the employee's proof of enrollment in COBRA and proof of payment. Once the request is submitted, CQA will reimburse the employee for the cost of the employer share of the premium coverage plus any transaction fees directly incurred.

Workers' Compensation

CQA provides Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses must inform their supervisors as soon as is practicable after the injury.

Short-Term Disability Insurance

In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State and fully employer paid short-term disability insurance after the 7th consecutive day of absence due to a disability. See the Payroll/Human Resources Administrator for details. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of $170 per week, for a maximum of 26 weeks, regardless of years of employment. Any wage payments received through state disability insurance benefit during the time the employee is also receiving medical or parental leave of absence payments from CQA will be deducted from the medical or parental leave pay provided by the School. Any employee wishing to claim disability pay must file appropriate reports and forms with the Payroll/Human Resources Administrator. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits

Any employee who wishes to not accept any of the insurance benefits offered by the School must complete a waiver form on the TRINET portal or submit a statement in writing declining benefits. This will be kept in the employee's human resources file.

Retirement Plan

The School offers a deferred compensation (401(k)) retirement program to all eligible employees. Under this program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs, and with CQA's procedures. The minimum an employee can invest is 1% of gross pay and the school currently matches up to 3% of employee contributions. For part time and full time CQA employees whose hire date is after July 1, 2015, eligibility to participate in the deferred compensation (401(k)) retirement program is contingent upon completing six (6) continuous months of employment.

Unemployment Compensation

This School contributes to the Unemployment Compensation plan administered by the State of New York.

Flexible Spending Account (FSA)

CQA employees are afforded an opportunity to participate in a health benefits program that allows staff to sign up for a Flexible Spending Account (FSA), as part of the benefits package. An FSA allows employees

to reduce their federal tax liability each year by having before-tax money deducted from each paycheck that becomes available for reimbursement for certain eligible expenses.

PERFORMANCE/JOB REQUIREMENTS AND EVALUATIONS

The administration and Board of Trustees of CQA is committed to maximizing the professional experience of its staff. To that end, observations, reviews, and evaluations will, in the first instance, be made with the objective of enhancing the experience and ability of the employee. All employees will be reviewed on a regular basis, with written formal performance evaluations on an ongoing basis.

These evaluations provide both the employee and his or her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage, and recognize strengths, and discuss purposeful approaches for meeting goals. Written records such as evaluations and feedback will become part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee.

Effective, July 1, 2015, all teachers, counselors, and instructional administrators must possess valid New York State certification. Failure to possess valid New York State certification is grounds for termination.

NEPOTISM

While CQA may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, CQA defines relatives as spouses, partners, parents, children, stepchildren, siblings, in-laws, stepparents, brothers, or sisters, and stepchildren. Additionally, this policy also relates to individuals who are not legally related but who reside with other employees.

CONFIDENTIALITY

Employees of CQA shall not, in any way, release any information about this School, its activities, or the activities of its personnel except as required by their duties, or applicable federal, state and/or local law.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the School. Any document or other material containing such information is required to be returned to the School upon an employee's termination or resignation.

Employees should not take photos of students unless explicitly authorized by the school, nor should they publish or post to social media any school authorized photos without explicit consent.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at CQA, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students, or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized

person in or outside of CQA. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Director of School and Executive Director. Confidential information includes, but is not limited to, the following examples:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes, and passwords
- Personnel information regarding school parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Director of School prior to the disclosure. Failure to follow this policy will result in disciplinary action, *up to and including* termination of employment.

An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to CQA. This policy is not intended to restrict any communications or actions protected or required by state or federal law.

BAN ON ACCEPTANCE OF GIFTS

In accordance with the Conflict-of-Interest Provision contained in this Handbook, no employee of the School is permitted to accept gifts of any kind of a value exceeding twenty dollars ($20.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

Offers of such gifts more than $20.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of School.

PERSONAL APPEARANCE/DRESS CODE/LANGUAGE

All employees should dress and groom professionally and in keeping with the School's culture and standards. CQA employees are expected to groom and dress in a manner that is normally acceptable for employees of a school. If any employee reports to work improperly dressed or groomed, his or her supervisor has the discretion to instruct the employee to return home to change clothes. Nonexempt employees who are instructed to return home for this purpose will not be compensated for time spent away from work.

Shorts, tank tops, flip flops, and revealing clothing are prohibited. Visible undergarments and ripped clothing are deemed inappropriate forms of dress for employees during normal business hours. Heavily scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable at CQA. Any questions about what constitutes appropriate workplace attire should be directed to the Payroll/Human Resources Administrator.

All employees should use appropriate language in the presence of students. Profanity in the presence of students is a serious violation of professional standards and will be treated as such.

SOLICITATION

CQA's policy is to restrict solicitations or distributions by employees to non-work areas during non-working time. Employees and non-employees are prohibited from soliciting or distributing literature in work areas or during working time. "Working time" includes time spent in the actual performance of job duties but does not include breaks or meal periods. This policy is not intended to restrict any communications or actions protected or required by state or federal law.

MEDIA

It is not uncommon for employees of CQA to receive queries from the news media for information about the School, the School community, and its many activities. It is important that all such queries be referred directly to the Executive Director and Director of School and that no employee represent CQA to the media without prior authorization by the Executive Director and Director of School.

CODE OF ETHICS AND STANDARDS OF CONDUCT

The successful operation and reputation of CQA are built upon principles of ethical conduct of our employees. The School's reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity. CQA will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, *up to and including* termination of employment:

- Theft or inappropriate removal or possession of School property
- Falsification of timekeeping or other records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to harm to others or to damage of employer-owned property
- Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace

- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances.

COPYRIGHT/WORK FOR HIRE

All CQA Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate, or otherwise develop as part of their efforts while employed by CQA, shall be considered the property of CQA. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be the School's sole and exclusive property, copyright, patent, and trademark. For items covered by this paragraph, employees hereby assign and transfer all rights, title, and interests in all such items, including without limitation, all patent, trademark, and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in CQA's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the School for use of their copyrighted, trademarked, and patented materials.

OUTSIDE EMPLOYMENT/CONSULTING

When you were hired, you were asked to disclose any outside employment in which you may be engaged while you are employed at CQA, including self-employment, consulting engagements, and volunteer or board membership activities. This is important to avoid any actual or potential conflicts of interest, or interference with the performance of your work for CQA. While you are employed, you have an ongoing responsibility to keep that information current. Therefore, you should notify your supervisor prior to entering into any such outside employment. If a conflict is identified, you will be notified, and you may be required to refrain from the activity. This policy is not intended to restrict communications or actions protected or required by state or federal law.

USE OF FACILITIES AND EQUIPMENT

This policy establishes rules governing employee use of CQA's computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. CQA has developed these rules to ensure that everyone understands how these options function and the limits which properly apply to such use.

All CQA equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, telephone, voicemail, and other physical and electronic items are for business use only, provided that you may receive and send necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received

from, or stored in these systems are School records and property of CQA. You have no right of personal privacy in any matter stored in, created, received, or sent over CQA computer, email, Internet, or voicemail system.

CQA at all times retains the right, without notice, to search all directories, indices, data storage devices, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with CQA's computer, e-mail, voicemail and Internet access systems and equipment.

Deleted or erased computer, e-mail and voicemail messages may remain stored in CQA computer server or telephone system. By placing information on CQA computer system, employees give CQA the right to edit, delete, copy, republish and distribute such information.

The policies in this handbook apply to all forms of communication including written, e-mail and voicemail.

All CQA systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or bypassing this process is a violation of CQA policy. Employees should make every effort to safeguard their passwords.

Sharing your network access with other users is strictly prohibited.

If CQA provides access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from CQA premises using CQA computer equipment or via CQA-paid access methods and/or used in a manner that identifies you with CQA. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Interfere with your productivity or the productivity of your co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes.

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If employees become aware of any potential virus, they must notify their supervisor immediately.

The following rules have been established to help ensure responsible and productive Internet usage.

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical, and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, defamatory, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.

- The unauthorized use, installation, copying, receipt, or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of CQA is prohibited as is the use of CQA's computer resources to create or propagate computer viruses, cause damage to CQA computer files or to disrupt computer services.

Any use of CQA-provided computer, e-mail, voicemail and internet-access equipment or services by a CQA employee in a manner contrary to the above-mentioned rules is strictly prohibited. These prohibitions apply equally to any personal, non-business use of CQA-provided computer, e-mail, voicemail and internet-access equipment or services by a CQA employee.

CQA purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore CQA does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. CQA expressly prohibits the illegal duplication of software and its related documentation.

Employees who violate this policy will be subject to discipline, *up to and including* termination of employment. Employees who use CQA computer system for defamatory, illegal, or fraudulent purposes may also be subject to civil liability and criminal prosecution.

All CQA-provided technology must be returned to CQA upon the termination of an employee's employment with the school. Failure to return CQA-provided technological items may result in an invoice to the former employer for the cost of procurement of new technology as a replacement, wage garnishment, deduction of PTO payout, and/or litigation.

Phone, Copiers, and Mail Systems

CQA's phones are provided for business use. Personal calls to and from CQA are to be held to a minimum. Employees must charge any personal toll calls/long distance to a home phone or to a phone card.

SMOKING

The New York State Education Law, Section 409, prohibits tobacco use on school grounds. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school. In the interest of safety and health, smoking is not permitted by any employee on any CQA school grounds.

TELEPHONE USE

Faculty and staff are asked to limit as much as possible the use of School telephones for their personal calls in order to keep the telephone lines available for school- related business.

FACULTY REIMBURSEMENT

At the discretion of the School, with budget availability and student needs in consideration, faculty members may receive an annual maximum reimbursement of $150 for the purchase of instructional or other classroom supplies. The supplies must be purchased with the written approval of the Director of

School in advance of the purchase. For reimbursement, original receipts must be submitted with the appropriate form between April 1 and April 21 of the school year. Electronic receipts must be printed so that the hard copy is submitted. Reimbursement will be provided by June 30 of the school year.

For all other teacher reimbursements, the faculty member must receive written permission from the Director of School in advance of the purchase. Original receipts in hard copy form must be submitted with the appropriate form. The School will reimburse the purchase within 8 weeks.

CONFLICTS OF INTEREST

It is imperative that CQA, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact on the mission of the School. Employees of CQA must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism to themselves or to the School.

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee as a result of CQA business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she disclose that relationship to the Director of School immediately so that safeguards can be established to protect all parties.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to CQA's detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than $50 from a vendor or someone seeking to do business with CQA;
- Using CQA's assets or labor for personal use; and
- Instances where an employee or an employee's relative or someone with a close personal relationship has a significant ownership interest in the vendor or firm with which CQA does business.

If CQA finds that any employee has engaged in any conduct which presents a conflict of interest with the School, such employee is subject to discipline, *up to and including* termination of employment.

CHILD ABUSE POLICY

CHILD ABUSE OR MALTREATMENT PURSUANT TO §411 *et seq.* OF THE SOCIAL SERVICES LAW

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-635-1522.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

- If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the Director of School immediately.
- If, based on the employee's report, the Director of School reasonably believes that abuse or maltreatment has occurred, the Director of School must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.

  - The Director of School should ask the SCR representative his or her name and the "Call I.D."

  - Within 24 hours of the Director of School's verbal report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.

- If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
- The Director of School shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

CHILD ABUSE IN THE EDUCATIONAL SETTING PURSUANT TO EDUCATION LAW ARTICLE 23-B

New York State Education Law Article 23-B has been amended to mandate reporting of suspected child abuse in educational settings, when such abuse is alleged to have been perpetrated by school employees or volunteers. Previously, private schools and schools within New York City had been exempt under this law. Starting June 5, 2019, any school in New York that receives a report of child physical or sexual abuse by a school employee or volunteer must report the allegation to (i) law enforcement, (ii) the alleged victim's parents or guardians, and (iii) if the accused individual holds a professional license, to the State Education Department. These new reporting obligations are distinct from mandatory obligations to report child abuse to child protective authorities that may apply to specified school personnel and administrators under Title 6 of New York's Social Services Law.

Significantly, all covered mandatory reporters (a class that will be expanded to include school bus drivers, licensed teacher aides, and school therapists) will be required to undergo training in connection with the identification and reporting of child abuse and maltreatment. As of July 1, 2019, all teachers and administrators must undergo two (2) hours of specified child abuse coursework or training, which covers the reporting obligations under the amended law. Complying with the new training requirements will be all the more important in light of the fact that a willful failure to report suspected child abuse will be punishable by a criminal misdemeanor charge, and administrators and superintendents also face potential fines of up to $5,000 for failing to notify law enforcement as required.

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child's parent.
- The name of the person who reported the abuse and their relationship to the child.
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations.

The report must be given to the Director of School immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of such a confidential record to an unauthorized person is a "Class A" misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant

to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.

- If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent, and provide the parent with the requisite written statement.
- If a public-school administrator received the written report alleging abuse, the administrator must promptly provide the School's Board Chair with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The School shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the School determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the Director of School.

Moreover, at least annually, the School shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

Please be advised that the statute of limitations for civil claims related to the sexual abuse of minors has been expanded in a move that will create more potential plaintiffs alleging sexual abuse in years past. Signed into law by Governor Cuomo on February 14, the new legislation provides that alleged victims of child sex abuse will have until age 55 to file civil lawsuits in connection with same. Importantly, the new law also revives previously time-barred actions related to the sexual abuse of children. Individuals whose claims were previously time-barred will have a one-year window in which to file their claims.

For school staff/contractors appointed on a conditional or emergency conditional basis

The Board of Trustees of CQA recognizes that there may be instances in which it is necessary, upon recommendation of the Director of School, for the Board to make a conditional appointment or an emergency conditional appointment of a prospective employee or contractor. To provide for the safety of students who have contact with an employee/contractor holding a conditional appointment or an emergency conditional appointment, the Board adopts the following policy:

- No education corporation employee or contractor who holds a conditional or emergency conditional appointment shall be in contact with students other than to provide direct instruction or other services for which the employee was hired, except as deemed appropriate by the Director of School.

- No education corporation employee who holds a conditional or emergency conditional appointment shall teach a class or provide services to students with his/her classroom or office door closed unless granted express prior permission to do otherwise from the

Director of School. Such permission may be appropriate, for example, during music class, band practice or testing procedures.

- No education corporation employee or contractor who holds a conditional or emergency conditional appointment shall be left alone with an individual student, unless granted express prior permission to do otherwise from the Director of School.

- The Director of School shall provide heightened administrative supervision of such employees while on education corporation property during the period of their conditional or emergency conditional appointment including, for example, unannounced visits to classrooms, walking the hallways, and/or any other activities the [Director of School or other designee] determines to be appropriate.

- In addition, the Director of School will ensure that all conditional and emergency conditional appointed employees/contractors become aware of and receive training regarding the prohibition against child abuse in an educational setting and of their responsibility for reporting any such abuse at the commencement of their conditional or emergency conditional appointment.

- Failure to comply with this policy may result in appropriate disciplinary action.

POLICY on DRIVING CQA STUDENTS/ADULTS

Central Queens Academy Charter School and its administration does not permit a staff member to drive a student in an automobile. Central Queens Academy Charter School is not responsible for any incident or event that occurs should a staff member have a CQA student or adult from the school in his/her car. Permission slips will not be approved for such actions.

WHISTLEBLOWER STATUTE

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that the School is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits the School from taking retaliatory action against any employees who make disclosures as described above.

GRIEVANCE PROCEDURES

If an employee believes that there has been a violation of this Personnel Handbook, the employee may file a grievance, following the levels described below.

Level One: Informal Level
The employee will make a good faith effort to work with the adversarial party/parties to the dispute to resolve the conflict. This effort should be done immediately. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and

scheduling a follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

Level Two: Director of School
If the issue is not resolved at the Informal Level, the employee shall submit the grievance to the Director of School in writing detailing the article or articles of the contract allegedly violated and any supporting documents or materials, within five school days of the occurrence. A conference shall take place shortly thereafter with the parties involved. A written memo may be issued by the Director of School.

Level Three: Executive Director
If the grievance is not resolved at Level Two, within five school days of the Level Two conference, the employee may appeal to Level Three in writing. The Executive Director will hear and decide Level Three grievances. Within ten school days the Executive Director will facilitate a meeting to come to resolution. Resolution of the grievance will be discussed, and a written memo will be returned within five school days of the occurrence of the conference by the Designee.

Level Four: Board Chairman, Designee, or Alternate
If the issue is not resolved at Level Three, within five school days of the end of Level Three, the employee may appeal in writing to the Chairman of the Board of Trustees or his/her designee who is a Board member unless, due to a conflict of interest, that person may not hear the matter, in which case the Board shall designate an alternate Board member as its representative. Within twenty school days of receiving the appeal the Board Chairman, designee or alternate will facilitate a meeting to attempt to find an acceptable resolution. Resolution of the grievance will be discussed, and a written memo will be returned within ninety school days of the occurrence of the conference by the Board Chairman, designee or alternate.

Any Problem/Conflict Resolution Policy adopted by the Board will supersede the Policy described in this section.

EMPLOYEE ACKNOWLEDGEMENT

I acknowledge that I have received a copy of the Central Queens Academy Charter School (CQA) Personnel Handbook (the "Handbook"), and that I read it, understood it, and agree to comply with it. I understand that the policies outlined in this Handbook are guidelines only and will require changes from time to time, and that, except for the policy of at-will employment, which can only be changed by the Executive Director or Director of School in a signed written contract, CQA has the maximum discretion permitted by law to modify, revoke, suspend, terminate or change these policies at any time, with or without notice. I understand that any such revisions to the Handbook must be in writing and approved by the Board of Trustees of CQA, and that no oral statements or representations can change the provisions of this Handbook. I also understand that this Handbook supersedes and replaces any and all prior CQA handbooks and any inconsistent verbal or written policy statements.

I acknowledge that this Handbook is not intended to create any express or implied contractual obligations with respect to any matters it covers, and that it does not create a contract guaranteeing that I will be employed for any specific time period. I understand that, unless I have a written employment contract signed by the Executive Director or Director of School, I am an at-will employee of CQA and that CQA or I may terminate our employment relationship at any time, for any reason, with or without cause or notice.

I understand that all e-mail systems, computer systems and voicemail and all information transmitted by, received from, or stored in CQA's systems are the property of CQA, and that I have no expectation of privacy in connection with the use of these systems or with the transmission, receipt, or storage of any information on these systems. I acknowledge and consent to CQA's monitoring my use of these systems at any time at its discretion, including reviewing all e-mail or other files entering, leaving, or stored on these systems.

To the best of my knowledge, I do not have a pending criminal charge or criminal conviction in any jurisdiction.

_____

Employee Signature

_____

Date

R-13a - Partner Organizations

This request is not applicable.

R-13b - Partner Commitment

This request is not applicable.

R-14ad - Governance

(a) Board Members

Central Queens Academy will operate as one Education Corporation known as Central Queens Academy Charter Schools, which will operate CQA I and CQA II and be governed by a singular Board of Trustees. Therefore, CQA II's Board will be composed of existing CQA I Board members.

The Board of Trustees represent a broad diversity of skills and experiences and currently consists of thirteen members which includes a Chairperson, two Co-Vice Chairpersons, Treasurer, and Secretary. The Board of Trustees directly oversees the Executive Director who manages CQA's senior management and operations teams. The senior management personnel consist of the School Director, Chief Financial Officer and Director of Advancement. Senior operations personnel consist of the Director of Elementary School Operations, Director of Middle School Operations, Human Resources Administrator, and School Technology Manager.

The governance of the Board of Trustees is carried out through several standing and board appointed ad-hoc committees and task forces, which include the Executive Committee, Educational Accountability Committee, Finance Committee, Facility Committee, Personnel Committee, Board Development Committee, Marketing and Communications Committee, Fundraising Committee, and Audit Committee. Trustees may work on multiple committees. There has not been an official grievance to reach the board level in CQA's history, however, should one arise, the board chairperson would address or delegate that grievance to the appropriate board member(s). In addition to governance, the board actively works to raise funds for the school through CQA's fundraising events, appeals and other means.

CQA Board of Trustees

Trustee Name	**Position Held**	**Committee/Task Force**
Joyce Wu	Chair	Executive, Fundraising
Rick Ruvkun	Treasurer	Executive, Finance, Audit
Catherine (Cathy) Tse	Co-Vice Chair	Executive, Finance
Sonia Park	Co-Vice Chair	Executive, Educational Accountability, Board Development

R-14e - By-Laws

BY-LAWS OF THE CENTRAL QUEENS ACADEMY CHARTER SCHOOLS

ARTICLE I. ORGANIZATION

1. NAME. The name of the corporation is the Central Queens Academy Charter Schools.

2. LEGAL ORGANIZATION. The Central Queens Academy Charter Schools (the "School") is a non-stock, not-for-profit education corporation, incorporated as an education corporation pursuant to Section 2853 of the New York State Charter Law. The Articles of Incorporation of the School will be received upon acceptance of the School's charter application by the Commissioner of Education of the State of New York (the "Commissioner") and approval of the application by the Board of Regents of the State Education Department ("SED").

3. GENERAL PURPOSES. The School is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter, including, but not limited to:

a. Operating a public charter school in the city and state of New York;

b. Exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the charter granted to the School by the State University of New York's Charter Schools Institute (the "Charter"), including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income there from and distributing the same for the above purposes; and

c. Engaging in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3).

4. PRINCIPAL PLACE OF BUSINESS. The principal place of business of the School shall be located at such place as the Board of Trustees may select by resolution or amendment of these Bylaws.

5. REGISTERED OFFICE AND AGENT. The School shall maintain a registered office in the State of New York and a registered agent whose office is the School's registered office.

6. MEMBERSHIP. The School has no members. The rights which would otherwise vest in the members vest in the Board of Trustees of the School (collectively, the "Board" or "Trustees;" individually, a "Trustee"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of the Board.

7. AMENDMENT. A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by all necessary regulatory entities.

ARTICLE II. BOARD OF TRUSTEES

1. POWERS. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

a. To elect and remove Trustees;

b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;

c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations governing such affairs and activities;

d. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purpose of promoting the interests of the School;

e. To carry on the business of operating the School and apply any surplus that results from such business activity to any activity in which the School may engage;

f. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

g. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

h. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

i. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

2. NUMBER OF TRUSTEES. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed twenty-one (21).

3. ELECTION. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to any additional requirements of law and

regulation. The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively.

4. INTERESTED PERSONS. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, service provider, strategic partner, or otherwise; or (2) any sister, brother, ancestor, descendant, domestic partner, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

5. TERM OF OFFICE.

a. At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, or three year terms so as to establish staggered terms. Thereafter, the term of office for a Trustee shall be two (2) years from the date of election. A Trustee's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than two years.

b. Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by any Trustee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board.

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

e. The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

6. REMOVAL. The Board may remove a Trustee with or without cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

7. RESIGNATION. A Trustee may resign by giving written notice to the Board Chairperson or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the

notice. The acceptance of a resignation by the Board Chairperson or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligations or duty of a Trustee.

8. COMPENSATION**.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE III. MEETING OF THE BOARD

1. LOCATION. Board Meetings shall be held at the School and at any other reasonably convenient place as the Board may designate.

2. MEETINGS.

a. Place of Meetings. Board Meetings shall be held at the School and at any other reasonably convenient place as the Board may designate, provided, however that the location of any board meeting shall comply with the requirements of Article 7 of the New York Public Officers Law (hereinafter referred to as the "Open Meetings Law").

b. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

c. Regular Meetings. A minimum of twelve (12) Regular Meetings shall be held each year on dates determined by the Board.

d. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

e. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

f. Notices. Written notices to Trustees of Board Meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law as follows:

i. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

ii. Special Meetings shall be held upon four days notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile or e-mail. Notice will be deemed sufficient when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

g. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

h. The Board will conduct meetings in compliance with New York Open Meetings Law. The Board may enter into Executive Session under circumstances permitted in the New York Open Meetings Law upon a majority vote.

3. ACTION BY THE BOARD.

a. Quorum. Unless otherwise required by law, a simple majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person or by live video-conferencing shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

b. Action by the Board.

i. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

ii. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by other means may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

4. COMMITTEES.

~~a.~~ a. Appointment of Committees. The Board may create committees for any purpose, and may, by majority vote, appoint members and designate chairs of such committees.

b. Standing Committees. The Board shall have the following standing committees:

i. Finance Committee. The Finance Committee will coordinate the Board's financial oversight responsibilities. The Finance Committee will be chaired by the Treasurer.

Additional members of the Finance Committee will be appointed by the Chairperson of the Board.

ii. Educational Accountability Committee. The Educational Accountability Committee will oversee assessment and performance measures, maintain school records and public documents, and produce an annual report assessing overall educational performance.

iii. Executive Committee. The Executive Committee will address matters requiring urgent attention and facilitate the overall effectiveness of the Board. Until a personnel committee is established the Executive Committee will oversee employee grievance procedures and the evaluation of school leadership.

iv. Personnel Committee. The Personnel Committee will address matters regarding human resources and assets, selection and development of school personnel.

c. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, amendment or repeal of Bylaws or the adoption of new Bylaws, and the appointment of other committees of the Board, or the members of the committees.

d. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

5. PERFORMANCE OF DUTIES. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the

Trustee acts in good faith, requisite degree of care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

6. INVESTMENTS. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care of a reasonably prudent person and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

7. INSPECTION. Every Trustee has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice to the Chairperson and/or Vice Chairperson, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

8. PARTICIPATION. Every Trustee has the right to participate in the discussion of and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a related party transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a two-thirds majority of the Trustees then present.

9. CONFIDENTIALITY. Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes which take place at any meetings of the Board.

ARTICLE IV. OFFICERS

1. OFFICERS. The Officers of the School consist of a Chairperson, Vice-Chairperson, a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

2. CHAIRPERSON. Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.

3. VICE-CHAIRPERSON. If the Chairperson is absent or disabled, the Vice Chairperson shall perform all the Chairperson's duties and, when so acting, shall have all the Chairperson's powers and be subject to the same restrictions. The Vice Chairperson shall have other such powers and perform such other duties as the Board may prescribe.

4. SECRETARY. The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how

authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

5. TREASURER. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

6. ELECTION. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairperson.

7. TERM. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. The Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE V. LIABILITY AND INDEMNIFICATION

1. NON-LIABILITY. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations. None of the School's current or former Officers or Trustees shall be liable, directly or indirectly, to the School for any act or omission taken or omitted by such person in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach a duty of loyalty to the School.

2. INDEMNIFICATION. The School may, to the fullest extent now or hereafter permitted by applicable law indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, Director or Co-Director, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE VI. OTHER PROVISIONS

1. FISCAL YEAR. The fiscal year of the School begins on July 1 of each year and ends June 30 of the following year.

2. EXECUTION OF INSTRUMENTS. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

3. CHECKS AND NOTES. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chairperson, the Executive Director of the School or Co-Director, if any, or the Treasurer. In the instance that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of $10,000.00 or greater must be signed by two (2) of these individuals.

4. CONSTRUCTION AND DEFINITIONS. The general provisions, rules of construction, and definitions contained in the Not-for-Profit School Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

5. CONFLICTS OF INTEREST. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest.

The Board may adopt formal policies requiring regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director or Co-Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with, the School.

Megha Jain	Secretary	Executive, Personnel, Board Development
Suvadip (Suv) Bose	Member	Finance
Année Kim	Member	Fundraising
Michael Lee	Member	Fundraising
Tom Ng	Member	Educational Accountability
Bruce Saber	Member	Educational Accountability, Personnel, Facility
Sabir Semerkant	Member	Marketing and Communications
Michelle Hallam	Member	Fundraising
Michael Tang	Member	Marketing and Communications

(b) Ed Corp Board Roles and Responsibilities

The Board of Trustees ("Board") of the Ed Corp, Central Queens Academy Charter Schools ("CQA") shall serve as the governing authority of CQA to include CQA I and CQA II, ultimately accountable for meeting the terms it sets forth in the charter agreement(s). The primary responsibility of the Board will be to govern CQA to meet the school's mission. The Board shall conduct or direct the affairs of CQA and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the School's charter, and its Bylaws. The Board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Board shall set and manage the personnel process and maintain hiring and firing authority. The Board shall maintain effective and continuous communication between itself and the leadership team for the school's success and shall maintain authority with respect to strategic relationships that have a material impact on the quality of academic instruction and the public affairs of CQA. The Board shall carry out its duties with honesty and transparency. The Board has the following responsibilities, not limited to the following:

- Hold, attend, and participate in monthly public Board meetings. Pursuant to the law, a Trustee that is absent from three consecutive Board meetings without an excuse is deemed to have resigned.
- Hold, attend, and participate in regular standing committee meetings.
- Each Trustee must sit on at least one standing committee or task force.
- Adhere to and enforce CQA's Code of Ethics.
- Approve management, operational, and service contracts and ensure performance and accountability consistent with the School's Financial Policies and Procedures.
- Provide ongoing support, oversight, and assessment of the academic program and performance of CQA.
- Approve and enforce admission policies and procedures, personnel policies and complaint procedures for CQA.
- Ensure operation in compliance with all applicable Federal and State laws.
- Contribute financially to the support of CQA and assist with fundraising activities.
- Provide necessary and proper oversight of all financial aspects of CQA, including approving the annual budget, providing guidance on fundraising, and ensuring that proper financial controls are in place.
- Involve parents, community members, and staff in governance and administration of CQA.
- Each Trustee must be determined to improve public education, and possess an understanding of and commitment to CQA's goals, mission, and programs. Trustees must have exceptional professional or community service experience that is needed to ensure that all school stakeholders are appropriately represented on the board.

(c) Ed Corpo Board Design

Number of Trustees

The number of Trustees of the Board shall be not fewer than five (5) and shall not exceed fifteen (21).

Qualifications of Trustees

Each Trustee must be at least 18 years old, be determined to improve public education, and possess an understanding of and commitment to CQA's goals, mission, and programs. Trustees must have exceptional professional or community service experience and/or other experience that is needed to ensure that all school stakeholders are appropriately represented on the board. CQA shall seek individuals who reflect a range of backgrounds, expertise, and accomplishments. CQA's board reflects backgrounds in education, law, finance, government relations, community involvement and nonprofit management. At any given time, not more than 40% of the persons serving on the Board may be interested persons.

Officer Positions

The Officers of the Board shall consist of a Chairperson, Vice-Chairperson, a Secretary and a Treasurer. The Board also may have such other officers it deems advisable.

Standing Committees

The Board shall have the following standing committees: Executive Committee, Finance Committee, Educational Accountability Committee, and Personnel Committee. Other ad-hoc committees and task forces may be formed as necessary to support the mission.

Delegation of Authority

The Board may delegate the management of the activities of CQA to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Frequency of Meetings and Procedures

CQA II's Board will comply with all applicable regulatory requirements pertaining to meetings, including but not limited to those prescribed in the Charter Schools Act as well as obligations of Open Meetings Law (OML). The Board will meet 12 times per year and ensure all meetings are properly noticed and undertaken in conformity with OML. Further, the recordation and documentation of all procedures, such as meeting minutes and notices, shall be communicated in due speed to the authorizer and any other applicable authority. From time to time these duties shall be delegated by the board to staff, provided the board shall have sufficient oversight at all times.

Trustee Recruitment and Selection Process and Criteria

At the first meeting of the Board immediately following issuance of the Charter, Trustees will be elected to one-, two-, or three-year terms so as to establish staggered terms. Thereafter, the term of office for a Trustee shall be two (2) years from the date of election. A Trustee's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than two (2) years. When and if vacancies occur, the Board will assess the needs and gaps, if any, on the Board and will seek individuals who can address these needs and gaps as new Board members.

In recruiting and selecting future Trustees, CQA shall proactively seek individuals who possess exceptional professional or community service experience and/or other experience that is needed to ensure that all school stakeholders are appropriately represented on the board. CQA will also seek individuals who reflect a range of backgrounds, expertise, and accomplishments.

The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to any additional requirements of law and regulation. The Board may elect any person who in its discretion it believes will serve the interests of CQA faithfully and effectively.

Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by any Trustee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies on the Board. If the number of Trustees in office has become less than five (5), the Board must elect additional Trustees until there are at least five (5) before taking action on any other business.

Nominating and governance functions of the Board are housed under the Governance Committee which oversees nominating and board development. CQA's Board utilizes a Board Manual and board job description to help facilitate a proper understanding of board responsibilities, roles, and protocols.

(d) Stakeholder Participation

All members of the public and stakeholders of CQA, including parents and staff, are welcome to attend CQA board meetings. Meetings are noticed according to open meetings law. Staff members are able to exercise their voice through senior leadership and directly in meetings, and parents are encouraged to participate in the life of the school through the Family Council.

CQA II will be governed by the CQA Board of Trustees, which has adopted the following Code of Ethics and Conflict of Interest Policy.

CODE OF ETHICS

ARTICLE I
OVERVIEW

The Central Queens Academy Charter School ("CQA") is committed to integrity as the fundamental guiding principle for members of the Board of Trustees ("Board"), officers, and staff. The Board of Trustees has adopted this Code of Ethics ("Code") to specify certain rules and policies applicable to the maintenance of this commitment. All trustees, officers, and staff are expected to comply with the letter and spirit of this Code.

While no Code can anticipate every situation that may arise, this Code is designed to remind trustees, officers, and staff of their general ethical requirements so that CQA's activities are conducted in accordance with the highest standards of integrity. Trustees, officers and staff are expected to conduct themselves accordingly and seek to avoid even the appearance of improper behavior. CQA may establish additional principles, rules or policies from time to time.

ARTICLE II
STANDARDS

The Board shall conduct or direct affairs of CQA and exercise its powers subject to the applicable limitations of the New York Education Law and the New York Not-for-Profit Law, CQA's charter and its bylaws. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all CQA trustees, officers and employees.

Therefore, every officer and employee of CQA, whether paid or unpaid, including Board Trustees, shall adhere to the following code:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

2. *Confidential information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she

shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the board.

4. *Representation before the Board for a contingent fee*: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board*: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties*: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment*: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment*: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

ARTICLE III
DISTRIBUTION OF CODE OF ETHICS

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of CQA. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

ARTICLE IV
PENALTIES

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

Section 1. The purpose of this conflict of interest policy (the "Policy") is to protect the interests of Central Queens Academy Charter School (the "Corporation") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination

Section 2. This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.

Section 3. Definitions of "Key Person," "Related Party," and other capitalized terms used in this policy can be found in Article X below.

ARTICLE II
RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1. Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Board must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

Section 2. If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the Board together with all material facts. The Board will then follow the procedures set forth in this Policy.

Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE III
DISCLOSURE AND VOTING

Section 1. Disclosure. Any Related Party shall disclose in good faith all

material facts of his or her Financial Interest to the Board.

Section 2. Non-Participation and Review. All transactions, agreements or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest.

Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation. All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board they may provide information regarding the transaction prior to the deliberations.

Section 3. Consideration of Alternate Transactions and Comparability Data. If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4. Voting. The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable and in the best interest of the Corporation and is approved by not less than a majority vote of the Trustees present at the meeting. The Board shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions. Only Independent Trustees shall vote on Related Party Transactions.

Section 5. Compensation for Services. A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.

However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, may upon request of the Board or Committee provide information regarding compensation.

ARTICLE IV
AUDIT COMMITTEE REVIEW

The Board may delegate to the Audit Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of and compliance with

this policy. The Board may delegate to the Audit Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy; provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V
RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or conflict of interest, the nature of the potential or actual Financial Interest and/or conflict of interest, any action taken to determine whether a Financial Interest or conflict of interest exists, and the Board's determination as to whether a Financial Interest and/or conflict of interest exists.
- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board.
- The minutes shall document contemporaneously the deliberations and determination regarding any Financial Interest or conflict of interest.

ARTICLE VI
INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1. Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Secretary of the Board:

(i) Any entity of which the Trustee, Officer or Key Person is an officer, Trustee, trustee, voting member, owner (in whole or in part) or employee and with which the Corporation has a financial relationship.

(ii) Any transaction in which the corporation is a participant and in which the Trustee, Officer or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2. A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII
CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school trustees, officers and employees.

Section 1. General Prohibitions. Under the GML, no school trustee, officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2. Express Prohibitions. In addition, the GML clearly states that a school trustee, officer or employee may not:

(a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;

(b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;

(c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or

(d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3. Exceptions. Prohibitions on conflict of interest pursuant to the GML do NOT apply to:

(e) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

(f) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

(g) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

(h) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

(i) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

(j) A contract with a membership corporation or other voluntary non-profit corporation or association;

(k) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

(l) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

(m) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;

(n) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

(o) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

(p) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

(q) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

(r) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount

of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

(s) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Section 4. Disclosure of Interests.

(a) Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

(b) Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ARTICLE IX
ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Secretary of the Board, a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE X
DEFINITIONS

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Board of Trustees or Board. The body responsible for the management of the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.

Independent Trustee. A member of the Board of Trustees (the “Board”) who:

- is not and has not been an employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

- does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- has not received and does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);
- does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer (as defined below) of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of $10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than $500,000; (ii) $25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $500,000 or more but less than $10,000,000; or (iii) $100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was $10,000,000 or more;
- is not and does not have a relative who is a current owner, whether wholly or partially, Trustee, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- is not in an employment relationship under control or direction of any Related Party (as defined below) and does not receive payments subject to approval of a Related Party; or
- does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Key Person. A Key Person is a person who:

- Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and officers;
- Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or
- Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

- Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation;
- Relatives of Trustees, Officers, or Key Persons;
- any entity in which a person in (i) or (ii) has a 35% or greater

ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
- Founders of the Corporation;
- Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years)

Persons owning a controlling interest (through votes or value) in the Corporation;
- Any non-stock entity controlled by one or more Key Persons;
- Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.

Related Party Transaction. Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a conflict of interest for purposes of this Policy.

Relative. A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half blood).

Trustee. Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, trustee, manager, governor, or by any other title.

ANNUAL STATEMENT

THE CENTRAL QUEENS ACADEMY CHARTER SCHOOL (“CQA”)

ANNUAL STATEMENT REGARDING CONFLICTS OF INTEREST

I, the undersigned,

a. Have received a copy of CQA’s Conflicts Of Interest Policy;

b. Have read and understand the Policy,

c. Have agreed to comply with the Policy.

Print Name	Signature	Date

R-14g - Complaint Policy

Proposed Complaint Policy for CQA II

The following Policy is applicable to three kinds of complaints: 1) Complaints that can be resolved at the School level; 2) Complaints to the Board of Trustees; and 3) Appeals in Disciplinary Proceedings.

1) Complaints that can be Resolved at the School Level
CQA will investigate and respond to concerns and complaints that can be resolved at the school level if these concerns or complaints are brought to the attention of the Principal at your School. Your complaint will be promptly investigated. You will receive a response in writing or in person within ten business days. If the response does not resolve the complaint, you may request review by contacting the School Director at 718-271-6200. If the complaint is not satisfactorily resolved by the School Director, you may request a meeting with the Executive Director by calling 718-271-6200. Complaints to the Executive Director should describe the problem and a proposed resolution.

If you are not satisfied with the Executive Director's response, you may file a written appeal to the Board of Trustees by writing to Board Chair, 88-14 Justice Avenue, Elmhurst, NY 11373. Such an appeal should be filed within thirty days of the Executive Director's response and be submitted to the Board of Trustees at least two weeks prior to the next Board meeting. The written appeal must include a statement of the problem and a proposed resolution.

2) Complaints Directly to the Board of Trustees

Certain complaints can go directly to the Board of Trustees. Section 2855 (4) of the New York State Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of the Charter Schools Act, the School's charter, or any other law relating to the management or operation of a charter school, such as improper disciplinary action against a student with an Individualized Education Plan or child abuse.

Complaints to the Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or applicable law that you believe has been violated. The complaint should also state what response has been received from the School thus far, if any, and what specific action or relief you are seeking. It must also include the name, address and phone number of the complainant. The Board of Trustees will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Board at the next scheduled Board meeting and will provide a response within thirty days of receiving the formal written complaint.

Complaints to the Board of Trustees can be sent directly to the Board of Trustees by writing to Board Chair, 88-14 Justice Avenue, Elmhurst, NY, 11373. Every effort will be made to address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Executive Director or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall provide its final determination in writing.

If the resolution provided by the CQA Board of Trustees is not satisfactory, you may appeal by writing to CQA's authorizer, the State University of New York Charter Schools Institute. Appeals

[redacted]

EXPERIENCE [redacted]

OTHER: **Leisure Arts** New York, NY
Knitwear Designer
- Publications: *A Passion for Cables* (2007) and *Trendy Knit Tops* (2004), Leisure Arts Press

EDUCATION: **Dartmouth College** Hanover, NH
Bachelor of Arts – Double Major in Government and Asian Studies (*cum laude*), 2001 1997 – 2001

SERVICE: [redacted]

LICENSES: Security 3, 7, 53 and 63

[redacted]

EXPERIENCE

[redacted]

ents

EDUCATION

THE WHARTON SCHOOL, University of Pennsylvania — **Philadelphia, PA**
Master of Business Administration with Major in Finance — **1996 - 1998**

LEONARD N. STERN SCHOOL OF BUSINESS, New York University — **New York, NY**
Bachelor of Science with Major in Accounting and Minor in East Asian Studies — **1988 - 1992**
New York University Dean's Scholar • Founders Day Award Recipient

[redacted]

[redacted]

[redacted]

An experienced professional in specializing in education reform and accountability, with a focus on school-based, district, state and federal policies and practices.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

BABSON COLLEGE — Babson Park, MA
Women's Leadership Program — *April 2008*

COLUMBIA UNIVERSITY — New York, NY
Graduate Work, European History — *1993–1994*

GEORGE WASHINGTON UNIVERSITY — Washington, DC
Graduate Work, East Asian Political Science — *1991–1993*

YONSEI UNIVERSITY — Seoul, Korea
Graduate Certificate, East Asian Studies — *1989–1991*

DREW UNIVERSITY — Madison, NJ
Bachelor of Arts, European History and Political Science — *1985–1989*

MEMBERSHIP

[redacted]

[redacted]

PARTICIPATION

[redacted]

[redacted]

[redacted]

WORK EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

MIT Sloan School of Management, Cambridge, MA — 1981-1983
Master of Science in Management

Stanford University, Stanford, CA — 1976-1979
Bachelor of Science in Mechanical Engineering

Cornell University, Ithaca, NY — 1975-1976

[redacted]

VOLUNTEER AND OTHER NON-PROFIT WORK EXPERIENCE

[redacted]

VOLUNTEER AND OTHER NON-PROFIT WORK EXPERIENCE CONTINUED:

[redacted]

PROFESSIONAL CREDENTIALS

***FINRA* certifications:** Series 7, Series 24, Series 63, and Series 65

INTERESTS

Financial literacy, mentoring college and graduate students and math literacy for first-generation students.

[redacted]

[redacted]

[redacted]

[redacted]

WORK EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

EDUCATION

New York University, New York, NY **2006 – 2009**

M.S. in Fundraising and Philanthropy

University of Pennsylvania, Philadelphia, PA **1998 – 2002**

B.A. in East Asian Studies (Chinese) with a Minor in Physics

St. Ann's School, Brooklyn, NY **1985 – 1998**

High School Diploma

LEADERSHIP ACTIVITIES

[redacted]

HOBBIES

- Homebrewing beer, basketball, politics, education

[redacted]

Core Strengths

[redacted]

Technical Acumen

Python, SQL, VBA, Spark, Excel

Education

Georgia Institute of Technology:

MS in CS, Machine Learning, 2021

Massachusetts Institute of Technology (MIT):

BS in EECS, 2005

[redacted]

EXPERIENCE

[redacted]

EDUCATION

Cornell University ***Ithaca, NY***
Bachelor of Science, Consumer Economics, May 1999
Cumulative GPA, 3.9/4.0

Honors: Dean's List • Cornell Tradition Fellow • J. K. Rushmore Campaign Recognition Scholarship
Kappa Omicron Nu National Honor Society • Gamma Sigma Delta National Honor Society

PROFESSIONAL

[redacted]

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

EDUCATION

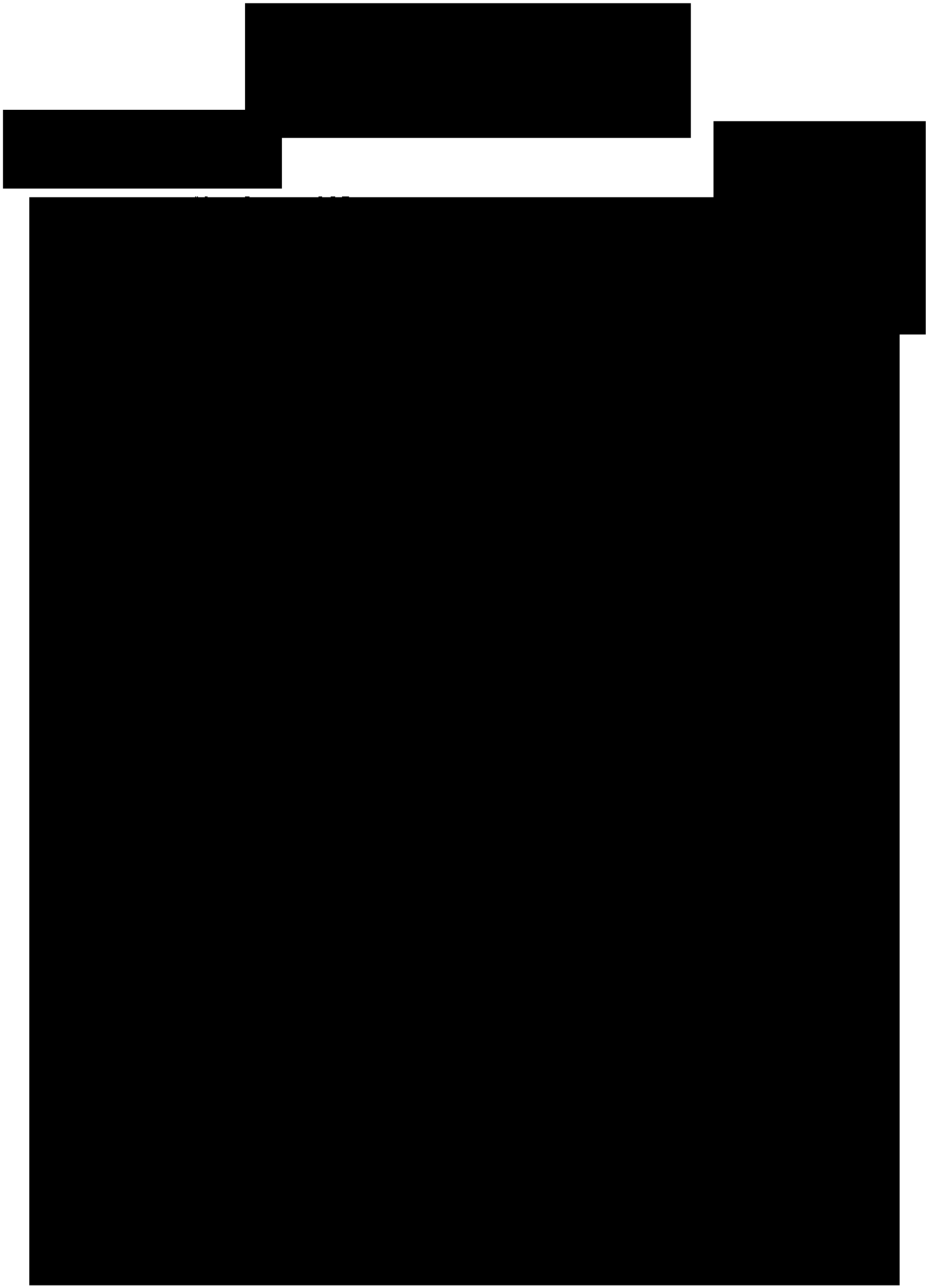
Brown University | Providence, RI | Graduated in 2006

Concentration: Engineering & Economics (*focus*: Biomedical Engineering & Markets)

- Independent research project: "Strength Testing of Tissue-engineered Heart Vessels"
- Created a frequently visited webpage exploring Brain Chip Technologies as they related to the work of Dr. Donoghue;
- Research on tissue-engineered heart vessels was highlighted in the Brown Alumni Magazine, noted as one the top bioengineering projects in the Ivy League.

LANGUAGES/SKILLS/CERTIFICATIONS

- English (Native), Bengali (conversational), Spanish (elementary), Russian (elementary/learning)
- Series 7 and Series 63
- MS Excel with add-ins, VBA, and experience with macro writing/editing; Bloomberg Anywhere, Reuters



HONORS

- Selected as leading real estate lawyer in *Guide to the World's Leading Real Estate Lawyers*
- Selected as New York Super Lawyer
- Board Member and Member of Executive Committee, Legal Services of NYC
- Board Member, Seeds of Peace
- Four time recipient of the Corporate Counsel Award from the Legal Aid Society of New York

EDUCATION

- J.D., New York University School of Law, 1983; Member, Law Review
- B.A., University of Rochester, 1980
- Phillips Exeter Academy

[redacted]

SUMMARY

- Educator, administrator, instructional leader, and coach with expertise in school design, curriculum development, and creating innovative solutions and personalized school systems for over thirteen years.
- Deep knowledge of pedagogy, values-based leadership, digital learning, and teacher development.
- Proven ability to develop more responsive schools through strong relationship building, data-driven decision making, and creating programs and systems that increase diversity, equity, inclusion, and belonging while improving institutional efficiency.
- Passionate about building high-performing teams that promote rigorous and accessible instruction through reflective practices, collaboration, and community engagement.

EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Bio

[redacted]

[redacted]

Bio

[redacted].

[redacted]

Bio

[redacted]

must include the written determination from the CQA Board of Trustees. You may follow the steps outlined on the authorizer's website at http://www.newyorkcharters.org/contact/. Alternatively, you may call the Institute for more information at 518-445-4275.

If you are not satisfied by the Institute's response from SUNY, you may appeal to the Board of Regents by writing to the New York State Board of Regents. To do so you must submit a written appeal by mail to the address below:

Charter Schools Office, Room #5N
Mezzanine
89 Washington Avenue
Albany, NY 12234

R-15 - District Relations

(a) Relationship Strategies

As a community-driven public charter school, CQA seeks to be a positive contributor to our home district, CSD 24, and our larger New York City public school community. In our first charter term, CQA II will seek to partner with education and youth advocates throughout the district.

Currently, CQA I has a positive relationship with district and charter schools in CSD 24. CQA frequently shares student records with district schools. It collaborates when possible with other charter schools in CSD 24, including Forte Prep Charter School, Valence Prep Charter School, and Elm Community Charter School.

CQA I assisted Our World Neighborhood Charter Schools with its move into CSD 24. The two schools collaborated on how to negotiate a challenging facility, strategies for using its physical space, etc. CQA I gave a small amount of equipment and supplies to OWN.

During the pandemic, CQA I opened a food pantry and invited needy families from Forte Prep, Valence, and Elm Community Charter Schools to get weekly meals from CQA I. By the end of the school year, CQA provided over 25,000 meals during the 2020-2021 school year. CQA I then continued that practice during the 2021-2022 school year.

Like CQA I, CQA II will contact the NYCDOE's charter school office for operational support and local NYCDOE schools and advocates as it seeks to expand its partnerships throughout the community. This is especially true as the school will look to provide supports to its families, including counseling, immigration services, housing services, legal assistance, medical assistance, and government benefit relief.

(b) School Partnerships

CQA II will seek to partner with surrounding traditional district and charter public schools serving similar school communities in furtherance of strengthening our own teaching and learning as well as sharing any best practices we have developed.

Currently, CQA I is an active member of the Diverse Charter Schools Coalition. The school has made presentations at the National Charter School Conference, USDOE's Charter School Program Conference, and New York State Charter School Association's annual conference. It regularly participates in webinars on operations, policy, and advocacy.

Most recently, CQA I and the New York City Charter School Association partnered to invite over 40 school and operational leaders from across New York City to its school building on March 30, 2023. There, CQA I presented how it recruits, enrolls, and retains its scholars to

those schools in attendance. CQA I then made a similar presentation on that same topic to a national audience in Washington, DC to state and local educational agencies on July 20, 2023.

R-16ac - Facilities

(a) Facility Needs

Over our initial eleven years of searching for, finding, negotiating for, and moving into suitable school space inside CSD 24's overcrowded environment, CQA has developed a strong understanding of our ideal real estate program needs together with the financial viability to support such a program. We have also developed a strong facilities maintenance capability by operating our school in four separate leased locations.

In our search for a permanent space for CQA I, we have examined about 40 sites using internal and external resources to gauge viability for expansion. After two failed attempts at finalizing an agreement on permanent space, CQA I signed an agreement with local developers in 2021 to build out an 80,000 square foot facility to be the school's permanent home where the developers covered the total costs of the buildout and furnishings, and charges the school rent for the life of the 32-year lease. The terms of that lease were reviewed by SUNY-Charter Schools Institute and members of the Institute's finance and legal teams asked the Executive Director and CFO questions about the lease terms to understand the agreement. CQA I then moved into the building in the summer of 2022.

CQA I's permanent space is the ideal scenario for CQA II as well. It envisions approximately 80,000 square feet of school space to accommodate grades K-8. The elementary and middle school would share common spaces such as cafeteria and gymnasium but would otherwise be organized and designed as completely separate spaces. Together, the student enrollment would total 900 students in grades K-4 and 5-8. However, the likelihood of finding a similar facility in Elmhurst is low, even after the pandemic's effects on Queens real estate.

A second scenario would be separate elementary and middle school buildings of approximately 35,000 to 45,000 square feet each. The economics of this scenario may more challenging, but we have identified viable sites and construction models as discussed below.

At a minimum we would require space that would accommodate the following in a shared building that houses both a middle school 5-8 and a lower school of k-4:

<u>Middle School (5-8)</u>

- # middle school classroom count: 6 for core subjects in MS, 2 additional special classrooms.
    - ELA (2)
    - Math
    - Science
    - Social Studies
    - STEM
    - Art / Music
- Breakout rooms for SGI and Intervention (1-2 per grade)
- Guidance Counselor offices (minimum 2 FTE per 200 students)

Elementary School (K-4)

- # elementary school classrooms:
    - 4 self-contained classrooms per 100 students; 2 special rooms for Art and Music.
- Breakout rooms for SGI and Intervention (1-2 per grade)

<u>All</u>

- Cafeteria sufficient to seat 200-300 for meals with warming pantry for School Foods and servery
- Gymnasium
- Afterschool / Enrichment Program Storage and Administrative offices
- Administrative offices with conference space
- Teacher Lounge
- Copy, custodial and storage closets throughout
- Student bathrooms
- Adult-specific bathrooms
- Nurse's Office

(b) Facility Selection

Based on an exhaustive and ongoing search within CSD 24 using the same realtors that CQA I used for its permanent space and in speaking to multiple local developers, the school leadership team believes it can identify suitable space for CQA II within the district, either in a standalone facility or as part of a mixed-use development.

Some representative real estate opportunities inside CSD 24 include:

1. 35,000 square feet development site for 500 elementary students or 400 middle school students with the same principal owners as the CQA I building. This Elmhurst site is physically adjacent to the CQA I building and the two buildings will be connected. **The school leadership team and trustees of the school are prepared to sign a long-term lease agreement for this space, contingent on the granting of a charter for CQA II. The cost for this site falls within the potential eligible rent subsidy for CQA II.**
2. 40,000 square feet development site across Queens Boulevard from #1 above
3. 38,000 square feet development site on Broadway in Elmhurst
4. 80,000 square feet development site on Broadway in Elmhurst at St. James Church
5. 40,000 square feet development site on Queens Boulevard in Elmhurst to be used as temporary space
6. 15,500 square feet building already used for education on Metropolitan Avenue in CSD #24 as temporary space

(c) Conflict of Interests

CQA II will ensure full compliance with our Code of Ethics and all relevant other regulatory authorities. We do not anticipate any conflict of interests to arise in any of our prospective facilities dealings.

R-16d - Additional Facility Information

CQA does not have any documents responsive to this request at this time.

R-17 - Food Services

Replicating CQA's food services procedures, CQA II shall make available to students breakfast, lunch, and often a morning and/or afternoon snack. When/if school begins after 8:00 am or ends before 12:30 pm, CQA reserves the right to determine which meals and/or snacks to serve in compliance with federal guidelines.

CQA II will act as its own School Food Authority and contract with a vendor to receive its meals for students. CQA I currently uses Butter Beans as that vendor. All students attending CQA II are eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each regular school day that school is in session. Meals will be in compliance with federal and state guidelines and regulations. Students can opt to bring their own lunch and not participate in the school lunch program. Where meals are prepared and served will be determined when the facility is secured, likely in the cafeteria.

CQA II will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide CQA II's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

CQA II expects that many of its students will be eligible to receive free and reduced price meals based on their parents' income levels, an estimated 85% based on CQA's experience. The following website provides the eligibility guidelines for free and reduced-lunch http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf.

In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form) that CQA II will provide to parents upon enrollment in the school. CQA II will provide the application, online at http://www.opt-osfns.org/osfns/Mealsapp/forms_reduced.aspx, in all available 15 languages and will offer assistance to parents if requested. As soon as possible, this form must will be returned to CQA II and then will be reviewed by the Operations Director or his/her designee for approval. CQA II will maintain each student's SD 1041 form on file for review once it has been completed and approved. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

CQA II recognizes that the SD 1041 form can be difficult to collect from parents who are concerned over the confidentiality of the form; but the school will ensure parents that the information is personal and confidential, and will remain at CQA II. While the forms will not leave CQA II, NYSED can and likely will randomly audit CQA II as a school food authority, its meal services, and its applications to make sure they are coded correctly.

R-18 - Health Services

CQA II will replicate the health services policies followed by CQA I, including compliance with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. CQA II shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in CSD 24, where CQA II will be located. This will be done, if possible, through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to CQA II in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

Staff: If a contractual arrangement with the regional office in not possible, CQA II will hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the Operations Director or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Hearing and Vision Testing: All new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

Immunization: CQA II, in accordance with NYS law, will require that each student entering CQA II have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend CQA II, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: CQA II , in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in CQA II and at any school-sponsored events at other locations.

Medication Delivery System Procedures: CQA II will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the Executive Director, will communicate to parents, students and staff the requirements for the administration of medications in the school. CQA will avoid misunderstandings by widely circulating the requirements in the appropriate languages. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

- *Pharmacies*: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of CQA II staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.
- *Physician Orders*: CQA II will require written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.
    - Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
    - The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- *Special considerations*: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps.
- *Parental Responsibility*: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

- *Prescription medications*: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions
- *OTC Medications*: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding CQA's medication protocols is an ongoing responsibility of CQA II.
- *Medication Administration*: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise CQA II if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, CQA II will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between CQA II and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, CQA II will send a confirmation to the parent with a copy to the prescriber of CQA II's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication: (1) No medication will be brought into CQA II without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the

public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of CQA II. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication: If CQA II nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the school nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: CQA II will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student’s health record.

Storage of Health Records: CQA II shall retain original physical records of student health and immunization records, including any medical and/or religious variances granted, for at least six (6) years, stored in a readily accessible location upon reasonable request.

R-19 - Transportation

CQA II will replicate CQA I's transportation policies. The NYCDOE is responsible for providing transportation services to Central Queens Academy Charter School's students. CQA I's students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation (OPT). After CQA II submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of CQA II's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, CQA II will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT.

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The school students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents or guardian.

Since CQA II may be in session on days when other NYC public schools are not, the School may seek arrangements with the NYCDOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Parents/guardians will be ultimately responsible for their children being in school.

During the 2022-2023 school year, about 200 CQA I scholars received yellow busing from OPT, about 200 CQA I scholars received full fare or half fare Metrocards from OPT, and one scholar received door-to-door busing as provided in the scholar's IEP.

R-20 - Insurance

CQA II will replicate the insurance coverage of CQA. An amendment or rider to the existing policy will be secured for the new sites with the same coverage. The policy will be clear that the same education corporation will operate in multiple sites and that each site will be covered.

Please see Responses 23(b) for further financial and non-financial information.

R21ad - Fiscal Soundness

a. Budget Narrative Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

CQA is fiscally sound. Over the past years, we have managed our budgets to ensure revenues exceed expenses, allowing us to build healthy reserves and prepare for growth. We have maintained and exceeded our best practice goal of a 3-6 month reserve and are projecting to close F23 with reserves of ~ 8 months. We plan to leverage our current Senior Leadership Team and corporate structure to ensure efficiencies and continued fiscal soundness as we build CQA II. In addition, leveraging these shared expenses will allow CQA II to use most of its budget for instruction.

As part of this application, we have included budget projections for CQA II as well as an overall consolidated budget for the CQA Ed Corp. Most, if not all, of the budget assumptions for CQA II were modeled based on the budget trends and successful budgeting practices for CQA I. We anticipate CQA II will have positive net income of $504,083 at the end of year 1 and expect that positive net income trend to continue in years 2 through 5.

<u>Revenue Assumptions:</u>

We used the following conservative revenue assumptions:

- We assumed a 2% per pupil escalator for each of the 5 years.
- Per Pupil $ assumptions for SpEd, IDEA and Title Grants were kept flat.
- Rental assistance assumptions used the standard rental assistance formula: 30% of the annual Gen Ed Per Pupil Rate x number of students.
- Although CQA has a successful history of fundraising, we did not include fund raising revenue in our budget assumptions for CQA II or the CQA Ed Corp.
- We did include the remaining installments of the Carson multi year grant ($75k each years 1 & 2).
- Though we anticipate a CSP Implementation grant for CQA II, we have not included it in the budget since the application is not yet submitted.

<u>Expense Assumptions:</u>

- We conservatively assumed an escalator of 7% annually for other operating expenses for the next 5 years.
- We assumed an 8% escalator for health premiums and utilities.
- We assumed an escalator of 4% for wages.
- Detailed expense assumptions may be found for each line item on tab 8 of the budget template.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

• Who will be involved;

• How needs will be identified and weighed;

• The timeline for creating and approving budgets; and,

• Procedures for monitoring and modifying budgets and on what interval.

Annual budgets will be prepared and presented to the Finance Committee and full board for each school and will also be consolidated for the education corporation. The needs of each school will be identified and reviewed during the annual budget cycle and reassessed during the monthly financial reporting cycles.

Monthly financial reports will be prepared and presented to the Finance Committee and full board. Reports will be generated for each school and will also be consolidated for the education corporation. Cash flows between schools will be specifically reported.

Budget Timeline

Development of the annual budgets for individual schools will begin late January/early February based on collaborative strategy sessions between the CFO, school Principals and Operations Directors. A working draft of each school's budget and the consolidated budget will be submitted to the Finance Committee of the Board of Trustees for their review by April 30. The Finance Committee will review a final draft in May. Once the proposed budget has been approved by the Finance Committee, it will be recommended to the Board for full approval and adoption by June 30.

The financial planning process for CQA II will follow the same general procedure currently in place for existing Central Queens Academy schools. The process is summarized in Central Queens Academy's Financial Policy and Procedure Manual (FPP) (excerpt below):

FPP excerpt:

Annual Budgeting

The CFO is responsible for creating and updating 5-year budget projections (as required) for the School as well as the School's annual operating budget and capital budget, with assistance from the Principal and Operations Director. Critical school program revenue and expenses must be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the projected operations of the School. The operating budget is reviewed and approved annually, first by the Finance Committee then by the School's Board of Trustees and modified as necessary. The budget must be approved and passed by June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for the budget is the responsibility of the Executive Director with the assistance of the CFO, Principal and Director of Operations.

After approval, the budget will be uploaded into the accounting system. This budget is then used to run monthly budget analysis reports (detailed in the Financial Reporting section below). Budget vs. Actual variances of $5,000.00 or more are described in the notes section of the report. The CFO and Finance Manager, under the supervision of the Executive Director, are responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary. The Executive Director or CFO will bring up for discussion during finance committee meetings any revenues that are expected to fall below budget by $10,000 or more and expenses that are expected to go over budget by $10,000 or more. In the event that the variance significantly impacts the budget; the Executive Director, with the assistance of the SLT will ensure that a contingency spending plan is prepared.

Financial Reporting

The CFO and Finance Manager will complete a monthly accounting close ensuring that all bank reconciliations are completed, and appropriate month-end adjustments have been recorded and reviewed. The week before each Finance Committee meeting, the CFO will send the following to the Executive Director, Principal, and the Finance Committee for review: (1) the Budget vs. Actual Report for the operating budget (including forecast/projections); (2) the Budget vs. Actual Report for the capital budget (including forecast/projections); (3) the Balance Sheet, and (4) Other reports as deemed necessary. The Board Treasurer or the CFO will present these reports to the entire Board at each meeting. Cash flow projections will also be provided through the end of the fiscal year to identify the months that cash flow may run negative.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Fiscal audits will continue to be performed on an annual basis by a certified public accountant to a certified public accounting firm licensed in NYS. The audit will meet all Federal and local auditing requirements and be conducted in accordance with Government Auditing Standards issued by the Comptroller General of the United States. The audit will also meet all standards required by charter schools in New York State.

Consolidated audited financial statements will be issued based on the financials of each entity. The consolidated financial statement of the education corporation will contain individual schedules for each school as well as the education corporation as a whole. Cash flows between schools will be specifically reported.

CQA has had clean audits with no findings in every year of operation.

d. Dissolution Procedures:

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Central Queens Academy currently maintains a $75,000 balance in an Escrow Account for Dissolution. This account is a Board of Trustees controlled dissolution account, whose sole purpose is to pay for legal, final audit and wind up expenses which would be associated with the dissolution of the charter should it occur.

CQA II has ensured in its budget plan that it has earmarked $75,000 for dissolution. The budget reflects funding of $25,000 increments in the school's first 3 years of instruction.

Central Queens Academy will follow the Dissolution Procedures as set forth in our original charter. If one school, but not all schools, operated by Central Queens Academy is closed the following procedures will be employed:

The Board of Trustees of Central Queens Academy will delegate the Executive Director or other responsible party to manage the dissolution process:

Immediately upon final action:

- The Executive Director will provide the Institute with the names of the dissolution team members (employees and trustees), contact information, and responsibilities;

- The CFO and board treasurer will meet with auditors to assess the financial situation and begin the process of identifying assets for transfer.

First Week to Second Week:

- The Principal will notify all parents in writing of the closure of the school and the ensuing placement process. as well as an appropriate option to either transfer their children to the other Central Queens Academy school or to seek an alternative choice for the education of their child;

- The Principal will meet with the students to discuss the school's closing and the ensuing placement process;

- The Principal will host sessions for families and students about possible schools available and identify the assistance that will be provided during the transfer process;

- The Principal will schedule a placement meeting with each enrolled student/parent to discuss his/her placement;

- The Operations Director will ensure that all parents who choose to leave Central Queens Academy entirely may receive copies of their children's records;

- The Principal will notify New York City Department of Education of the school closing; and

- If parents choose to send their children to the district, students and their families will be referred to their appropriate home school district for transfer recommendations and enrollment in available programs in their school district;

• Upon completion of the placement meeting with individual students/parents, depending on parent choice, Operations Director will begin to transfer student records to the other Central Queens Academy school, or to the New York City school district. Parents will be notified of the transfer of these records and provided a copy;

Third Week to Fourth Week:

• The Operations Director will notify in writing school principals in schools likely to receive transfers of the closure and provide contact information for school personnel handling transfers;

•The Principal will prepare a written report for the Executive Director confirming the scheduling of placement meetings for each student/parent;

• The Principal will continue to schedule individual placement meetings for each student;

•The Operations Director will prepare a list of students and their relocation preferences for the dissolution team;

•The Operations Director will provide written notice to appropriate NYCDOE departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.

Fifth Week to Sixth Week:

•The Operations Director will continue to transfer remaining student records to the other Central Queens Academy school, or to the New York City school district. Parents will be notified of the transfer of these records and provided a copy;

•The Principal will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in the other Central Queens Academy school or a non-public school.

Transfer of Assets: Because the assets involved are the assets of the Education Corporation, a transfer outside of the Education Corporation would not be required.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain 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.

Ver. 230210

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School Distric	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Central Queens Academy Ed Corp

Contact Name:	Michelle Dalpiaz
Contact Title:	CFO
Contact Email:	michelle.dalpiaz@centralqueensacademy.org
Contact Phone:	718-271-6200

First Academic Year:	2024-25
Pre-Opening Period:	July 1, 2023 - June 30, 2024

CENTRAL QUEENS ACADEMY ED CORP
2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	200	200	200	200	200	4-6
1st Grade	Elementary School	200	200	200	200	200	5-7
2nd Grade	Elementary School	100	200	200	200	200	6-8
3rd Grade	Elementary School	100	100	200	200	200	7-9
4th Grade	Elementary School	100	100	100	200	200	8-10
5th Grade	*Middle School*	100	100	100	100	200	9-11
6th Grade	Middle School	100	100	100	100	100	10-12
7th Grade	Middle School	100	100	100	100	100	11-13
8th Grade	Middle School	100	100	100	100	100	12-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		1,100	1,200	1,300	1,400	1,500	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	8	8	8	8	8
1st Grade	Elementary School	8	8	8	8	8
2nd Grade	Elementary School	4	8	8	8	8
3rd Grade	Elementary School	4	4	8	8	8
4th Grade	Elementary School	4	4	4	8	8
5th Grade	Middle School	4	4	4	4	8
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	4	4	4	4	4
8th Grade	Middle School	4	4	4	4	4
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		44	48	52	56	60

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	25	25	25	25	25
3rd Grade	Elementary School	25	25	25	25	25
4th Grade	Elementary School	25	25	25	25	25
5th Grade	Middle School	25	25	25	25	25
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	700	800	900	1,000	1,000
Total Middle School Enrollment	400	400	400	400	500
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**1,100**	**1,200**	**1,300**	**1,400**	**1,500**
Change in Net Enrollment from Prior Year (Count)	1,100	100	100	100	100
Change in Net Enrollment from Prior Year (Percent)	100.0%	9.1%	8.3%	7.7%	7.1%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	1,100	1,200	1,300	1,400	1,500
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000
ENROLLMENT (*Charter School*)		1,100	1,200	1,300	1,400	1,500
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.schools.nyc.gov/about-us/funding/funding-our-schools				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

CENTRAL QUEENS ACADEMY ED CORP

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-8	K-8	K-8	K-8
	Enrollment	1100	1200	1300	1400	1500

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	9.0	9.0	10.0	11.0	12.0
Deans, Directors & Coordinators	5.0	5.0	5.0	5.0	6.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	4.0	4.0	4.0	4.0	5.0
Administrative Staff	17.0	17.0	18.0	18.5	21.0
TOTAL ADMINISTRATIVE STAFF	37.0	37.0	39.0	40.5	46.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	54.0	58.0	62.0	66.0	73.0
Teachers - SPED	11.0	12.0	13.0	14.0	15.0
Substitute Teachers	17.0	19.0	21.0	23.0	24.0
Teaching Assistants	1.0	1.0	1.0	1.0	1.0
Specialty Teachers	25.0	28.0	32.0	35.0	36.0
Aides	1.0	1.0	1.0	1.0	1.0
Therapists & Counselors	6.0	6.0	7.0	7.0	8.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	115.0	125.0	137.0	147.0	158.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	2.0	2.0	2.0	2.0	3.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	2.0	2.0	3.0

TOTAL PERSONNEL SERVICE FTE	154.0	164.0	178.0	189.5	207.0

CENTRAL QUEENS ACADEMY ED CORP

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-8	K-8	K-8	K-8	K-8
	Enrollment	1100.00	1200.00	1300.00	1400.00	1500.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	4.00%	4.00%	4.00%	4.00%	4.00%
Executive Management	$ 210,912	$ 210,912	$ 219,348	$ 228,122	$ 237,247	$ 246,737
Instructional Management	$ 142,308	$ 1,280,772	$ 1,332,003	$ 1,527,591	$ 1,731,003	$ 1,942,551
Deans, Directors & Coordinators	$ 114,237	$ 571,185	$ 594,032	$ 617,794	$ 642,505	$ 782,443
CFO / Director of Finance	$ 178,464	$ 178,464	$ 185,603	$ 193,027	$ 200,748	$ 208,778
Operation / Business Manager	$ 99,268	$ 397,072	$ 412,955	$ 429,473	$ 446,652	$ 563,786
Administrative Staff	$ 77,924	$ 1,324,708	$ 1,377,696	$ 1,510,728	$ 1,610,119	$ 1,869,334
TOTAL ADMINISTRATIVE STAFF		$ 3,963,113	$ 4,121,638	$ 4,506,735	$ 4,868,274	$ 5,613,628
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 94,151	$ 5,084,143	$ 5,664,112	$ 6,267,279	$ 6,894,573	$ 7,829,412
Teachers - SPED	$ 79,393	$ 873,323	$ 987,649	$ 1,106,548	$ 1,230,203	$ 1,358,804
Substitute Teachers	$ 73,033	$ 1,241,561	$ 1,437,289	$ 1,640,847	$ 1,852,547	$ 1,999,682
Teaching Assistants	$ 52,000	$ 52,000	$ 54,080	$ 56,243	$ 58,493	$ 60,833
Specialty Teachers	$ 87,021	$ 2,175,525	$ 2,523,609	$ 2,972,637	$ 3,352,606	$ 3,573,731
Aides	$ 41,600	$ 41,600	$ 43,264	$ 44,995	$ 46,794	$ 48,666
Therapists & Counselors	$ 83,143	$ 498,858	$ 518,812	$ 622,708	$ 647,616	$ 756,664
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 9,967,010	$ 11,228,815	$ 12,711,257	$ 14,082,832	$ 15,627,791
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 71,385	$ 142,770	$ 148,481	$ 154,420	$ 160,597	$ 238,406
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ 142,770	$ 148,481	$ 154,420	$ 160,597	$ 238,406
TOTAL PERSONNEL SERVICE WAGES		$ 14,072,893	$ 15,498,934	$ 17,372,412	$ 19,111,704	$ 21,479,825

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions

CENTRAL QUEENS ACADEMY ED CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**-**
Total Expenses	**-**
Net Income	**-**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**-**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**-**

CENTRAL QUEENS ACADEMY ED CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	-
Total Expenses	-
Net Income	-

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	-
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	-
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	-
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-
TOTAL PERSONNEL SERVICE COSTS	-
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

CENTRAL QUEENS ACADEMY ED CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	-
Total Expenses	-
Net Income	-

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	-
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	-
NET INCOME	-

CENTRAL QUEENS ACADEM
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developmt.)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

CENTRAL QUEENS ACADEM
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	-	ES2 Principal (Planning Year)
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	-	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	-	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		ES2 Principal (Planning Year)
Fringe / Employee Benefits		ES2 Principal (Planning Year)
Retirement / Pension		ES2 Principal (Planning Year)
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	-	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

CENTRAL QUEENS ACADEM
PROJECTED BUDGET / OPERATING PLAN FERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY ED CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY ED CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY ED CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY ED CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION		CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**20,972,955**	**5,451,920**	**756,272**	**-**	**517,782**	**27,698,929**	
Total Expenses		**20,805,474**	**3,710,851**	**-**	**141,960**	**1,727,501**	**26,385,786**	
Net Income		**167,481**	**1,741,069**	**756,272**	**(141,960)**	**(1,209,719)**	**1,313,143**	
Budgeted Student Enrollment		**1,100**	**-**				**1,100**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2023-24)							
PRIMARY School District: New York City Department of Education	18,340	20,577,480					20,577,480	
Other District 1:	-	-					-	
Other District 2:	-	-					-	
Other District 3:	-	-					-	
Other District 4:	-	-					-	
Other District 5:	-	-					-	
Other District 6:	-	-					-	
Other District 7:	-	-					-	
Other District 8:	-	-					-	
Other District 9:	-	-					-	
Other District 10:	-	-					-	
Other District 11:	-	-					-	
Other District 12:	-	-					-	
Other District 13:	-	-					-	
Other District 14:	-	-					-	
Other School Districts' Revenue: (Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,340	20,577,480					20,577,480	
Special Education Revenue			1,598,369				1,598,369	
NYC DoE Rental Assistance		-	3,781,361	756,272	-	504,182	5,041,815	75% GenEd, 15% Sped, 10% Mgt
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		20,577,480	5,379,730	756,272	-	504,182	27,217,664	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		25,728	4,540	-			30,268	85% Reg, 15% SpEd
Title I		252,858	44,622	-			297,480	85% Reg, 15% SpEd
Title Funding - Other		14,889	2,628	-			17,517	85% Reg, 15% SpEd
School Food Service (Free Lunch)		-	-	-			-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		293,475	51,790	-	-	-	345,265	
LOCAL and OTHER REVENUE								
Contributions and Donations		102,000	20,400	-	-	13,600	136,000	75% GenEd, 15% Sped, 10% Mgt
Fundraising		-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		102,000	20,400	-	-	13,600	136,000	
TOTAL REVENUE		**20,972,955**	**5,451,920**	**756,272**	**-**	**517,782**	**27,698,929**	

YEAR 1 BUDGET AND ASSUMPTION		CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**20,972,955**	**5,451,920**	**756,272**	**-**	**517,782**	**27,698,929**	
Total Expenses		**20,805,474**	**3,710,851**	**-**	**141,960**	**1,727,501**	**26,385,786**	
Net Income		**167,481**	**1,741,069**	**756,272**	**(141,960)**	**(1,209,719)**	**1,313,143**	
Budgeted Student Enrollment		**1,100**	**-**				**1,100**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	52,728	52,728	-	52,728	52,728	210,912	
Instructional Management	9.00	960,579	192,116	-	-	128,077	1,280,772	75% GenEd, 15% Sped, 10% Mgt
Deans, Directors & Coordinators	5.00	485,507	85,678	-	-	-	571,185	85% Reg, 15% SpEd
CFO / Director of Finance	1.00			-	89,232	89,232	178,464	
Operation / Business Manager	4.00	297,804	59,561	-	-	39,707	397,072	75% GenEd, 15% Sped, 10% Mgt
Administrative Staff	17.00	993,531	198,706	-	-	132,471	1,324,708	75% GenEd, 15% Sped, 10% Mgt
TOTAL ADMINISTRATIVE STAFF	37.00	2,790,149	588,789	-	141,960	442,215	3,963,113	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	54.00	5,084,143	-	-	-	-	5,084,143	
Teachers - SPED	11.00	-	873,323	-	-	-	873,323	
Substitute Teachers	17.00	1,241,561	-	-	-	-	1,241,561	
Teaching Assistants	1.00	52,000	-	-	-	-	52,000	
Specialty Teachers	25.00	1,849,196	326,329	-	-	-	2,175,525	85% Reg, 15% SpEd
Aides	1.00	41,600	-	-	-	-	41,600	
Therapists & Counselors	6.00	424,029	74,829	-	-	-	498,858	85% Reg, 15% SpEd
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	115.00	8,692,529	1,274,480	-	-	-	9,967,010	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	2.00	107,078	21,416	-	-	14,277	142,770	75% GenEd, 15% Sped, 10% Mgt
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	107,078	21,416	-	-	14,277	142,770	
SUBTOTAL PERSONNEL SERVICE COSTS	154.00	11,589,755.96	1,884,685	-	141,960	456,492	14,072,893	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		895,612	179,122	-	-	119,415	1,194,149	75% GenEd, 15% Sped, 10% Mgt
Fringe / Employee Benefits		1,132,151	226,430			150,953	1,509,534	75% GenEd, 15% Sped, 10% Mgt
Retirement / Pension		316,098	63,220	-	-	42,146	421,464	75% GenEd, 15% Sped, 10% Mgt
TOTAL PAYROLL TAXES AND BENEFITS		2,343,860	468,772	-	-	312,515	3,125,147	
TOTAL PERSONNEL SERVICE COSTS	154.00	13,933,616	2,353,457	-	141,960	769,007	17,198,040	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	70,041	70,041	
Legal		-	-	-	-	62,450	62,450	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch				-	-	-	-	
Payroll Services		169,627	33,925	-	-	22,617	226,169	75% GenEd, 15% Sped, 10% Mgt
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		74,930	14,986	-	-	9,991	99,907	75% GenEd, 15% Sped, 10% Mgt
TOTAL CONTRACTED SERVICES		244,557	48,911	-	-	165,099	458,567	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**20,972,955**	**5,451,920**	**756,272**	**-**	**517,782**	**27,698,929**	
Total Expenses	**20,805,474**	**3,710,851**	**-**	**141,960**	**1,727,501**	**26,385,786**	
Net Income	**167,481**	**1,741,069**	**756,272**	**(141,960)**	**(1,209,719)**	**1,313,143**	
Budgeted Student Enrollment	**1,100**	**-**				**1,100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	9,205	9,205	
Classroom / Teaching Supplies & Materials	135,606	23,931	-	-	-	159,537	85% Reg, 15% SpEd
Special Ed Supplies & Materials	-	8,758	-	-	-	8,758	
Textbooks / Workbooks	194,755	34,369	-	-	-	229,124	85% Reg, 15% SpEd
Supplies & Materials other	71,304	12,583	-	-	-	83,887	85% Reg, 15% SpEd
Equipment / Furniture	19,973	3,995	-	-	2,663	26,631	75% GenEd, 15% Sped, 10% Mgt
Telephone	21,675	4,335	-	-	2,890	28,900	75% GenEd, 15% Sped, 10% Mgt
Technology	92,830	18,566	-	-	12,377	123,773	75% GenEd, 15% Sped, 10% Mgt
Student Testing & Assessment	51,639	9,113	-	-	-	60,752	85% Reg, 15% SpEd
Field Trips	49,847	8,796	-	-	-	58,643	85% Reg, 15% SpEd
Transportation (student)	18,071	3,189	-	-	-	21,260	85% Reg, 15% SpEd
Student Services - other	339,940	59,989	-	-	-	399,929	85% Reg, 15% SpEd
Office Expense	75,116	15,023	-	-	10,015	100,154	75% GenEd, 15% Sped, 10% Mgt
Staff Development	40,974	8,195	-	-	5,463	54,632	75% GenEd, 15% Sped, 10% Mgt
Staff Recruitment	55,397	11,079	-	-	7,386	73,863	75% GenEd, 15% Sped, 10% Mgt
Student Recruitment / Marketing	54,590	9,633	-	-	-	64,223	85% Reg, 15% SpEd
School Meals / Lunch	177,994	31,411	-	-	-	209,405	85% Reg, 15% SpEd
Travel (Staff)	8,775	1,755	-	-	1,170	11,700	75% GenEd, 15% Sped, 10% Mgt
Fundraising	-	-	-	-	46,383	46,383	
Other	59,359	11,872	-	-	7,915	79,145	75% GenEd, 15% Sped, 10% Mgt
TOTAL SCHOOL OPERATIONS	1,467,845	276,592	-	-	105,468	1,849,904	
FACILITY OPERATION & MAINTENANCE							
Insurance	86,334	17,267	-	-	11,511	115,112	75% GenEd, 15% Sped, 10% Mgt
Janitorial	328,154	65,631	-	-	43,754	437,538	75% GenEd, 15% Sped, 10% Mgt
Building and Land Rent / Lease / Facility Finance Interest	3,928,278	785,656	-	-	523,770	5,237,704	75% GenEd, 15% Sped, 10% Mgt
Repairs & Maintenance	40,240	8,048	-	-	5,365	53,653	75% GenEd, 15% Sped, 10% Mgt
Equipment / Furniture	52,448	10,490			6,993	69,930	75% GenEd, 15% Sped, 10% Mgt
Security	61,804	12,361	-	-	8,241	82,405	75% GenEd, 15% Sped, 10% Mgt
Utilities	272,708	54,542			36,361	363,611	75% GenEd, 15% Sped, 10% Mgt
TOTAL FACILITY OPERATION & MAINTENANCE	4,769,965	953,993	-	-	635,995	6,359,953	
DEPRECIATION & AMORTIZATION	324,992	64,998			43,332	433,322	75% GenEd, 15% Sped, 10% Mgt
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	64,500	12,900	-	-	8,600	86,000	75% GenEd, 15% Sped, 10% Mgt
TOTAL EXPENSES	**20,805,474**	**3,710,851**	**-**	**141,960**	**1,727,501**	**26,385,786**	
NET INCOME	**167,481**	**1,741,069**	**756,272**	**(141,960)**	**(1,209,719)**	**1,313,143**	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**20,972,955**	**5,451,920**	**756,272**	**-**	**517,782**	**27,698,929**	
Total Expenses	**20,805,474**	**3,710,851**	**-**	**141,960**	**1,727,501**	**26,385,786**	
Net Income	**167,481**	**1,741,069**	**756,272**	**(141,960)**	**(1,209,719)**	**1,313,143**	
Budgeted Student Enrollment	**1,100**	**-**				**1,100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: New York City Department of Education	1,100					1,100	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**1,100**					**1,100**	
REVENUE PER PUPIL	**19,066**					**25,181**	
EXPENSES PER PUPIL	**18,914**					**23,987**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CENTRAL QUEENS ACADEMY ED CORP
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2024 - JUNE 30, 2025

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	27,698,929
Total Expenses	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	26,385,786
Net Income	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	1,313,143
Cash Flow Adjustments	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	61,037
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	15,210,029
Ending Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	16,584,209

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

		Basic Tuition (2023-24)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE															
REVENUES FROM STATE SOURCES															
Per Pupil Revenue															
PRIMARY School District:	New York City Department of Education	18,340	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	20,577,480
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	1,714,790	20,577,480
Special Education Revenue			133,197	133,197	133,197	133,197	133,197	133,197	133,197	133,197	133,197	133,197	133,197	133,197	1,598,369
NYC DoE Rental Assistance			420,151	420,151	420,151	420,151	420,151	420,151	420,151	420,151	420,151	420,151	420,151	420,151	5,041,815
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	2,268,139	27,217,664
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			2,522	2,522	2,522	2,522	2,522	2,522	2,522	2,522	2,522	2,522	2,522	2,522	30,268
Title I			24,790	24,790	24,790	24,790	24,790	24,790	24,790	24,790	24,790	24,790	24,790	24,790	297,480
Title Funding - Other			1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	1,460	17,517
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			28,772	28,772	28,772	28,772	28,772	28,772	28,772	28,772	28,772	28,772	28,772	28,772	345,265
LOCAL and OTHER REVENUE															
Contributions and Donations			11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	136,000
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	136,000
TOTAL REVENUE			2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	27,698,929

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	CENTRAL QUEENS ACADEMY ED CORP PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**2,308,244**	**27,698,929**
Total Expenses	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**2,198,815**	**26,385,786**
Net Income	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**109,429**	**1,313,143**
Cash Flow Adjustments	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**5,086**	**61,037**
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	**15,210,029**
Ending Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	**16,584,209**

	No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	1.00	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	17,576	210,912
Instructional Management	9.00	106,731	106,731	106,731	106,731	106,731	106,731	106,731	106,731	106,731	106,731	106,731	106,731	1,280,772
Deans, Directors & Coordinators	5.00	47,599	47,599	47,599	47,599	47,599	47,599	47,599	47,599	47,599	47,599	47,599	47,599	571,185
CFO / Director of Finance	1.00	14,872	14,872	14,872	14,872	14,872	14,872	14,872	14,872	14,872	14,872	14,872	14,872	178,464
Operation / Business Manager	4.00	33,089	33,089	33,089	33,089	33,089	33,089	33,089	33,089	33,089	33,089	33,089	33,089	397,072
Administrative Staff	17.00	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	110,392	1,324,708
TOTAL ADMINISTRATIVE STAFF	37.00	330,259	330,259	330,259	330,259	330,259	330,259	330,259	330,259	330,259	330,259	330,259	330,259	3,963,113
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	54.00	423,679	423,679	423,679	423,679	423,679	423,679	423,679	423,679	423,679	423,679	423,679	423,679	5,084,143
Teachers - SPED	11.00	72,777	72,777	72,777	72,777	72,777	72,777	72,777	72,777	72,777	72,777	72,777	72,777	873,323
Substitute Teachers	17.00	103,463	103,463	103,463	103,463	103,463	103,463	103,463	103,463	103,463	103,463	103,463	103,463	1,241,561
Teaching Assistants	1.00	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000
Specialty Teachers	25.00	181,294	181,294	181,294	181,294	181,294	181,294	181,294	181,294	181,294	181,294	181,294	181,294	2,175,525
Aides	1.00	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	3,467	41,600
Therapists & Counselors	6.00	41,572	41,572	41,572	41,572	41,572	41,572	41,572	41,572	41,572	41,572	41,572	41,572	498,858
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	115.00	830,584	830,584	830,584	830,584	830,584	830,584	830,584	830,584	830,584	830,584	830,584	830,584	9,967,010
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	2.00	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	142,770
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.00	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	11,898	142,770
SUBTOTAL PERSONNEL SERVICE COSTS	154.00	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	1,172,741	14,072,893
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	1,194,149
Fringe / Employee Benefits		125,795	125,795	125,795	125,795	125,795	125,795	125,795	125,795	125,795	125,795	125,795	125,795	1,509,534
Retirement / Pension		35,122	35,122	35,122	35,122	35,122	35,122	35,122	35,122	35,122	35,122	35,122	35,122	421,464
TOTAL PAYROLL TAXES AND BENEFITS		260,429	260,429	260,429	260,429	260,429	260,429	260,429	260,429	260,429	260,429	260,429	260,429	3,125,147
TOTAL PERSONNEL SERVICE COSTS	154.00	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	1,433,170	17,198,040
CONTRACTED SERVICES														
Accounting / Audit		5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	70,041
Legal		5,204	5,204	5,204	5,204	5,204	5,204	5,204	5,204	5,204	5,204	5,204	5,204	62,450
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		18,847	18,847	18,847	18,847	18,847	18,847	18,847	18,847	18,847	18,847	18,847	18,847	226,169
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		8,326	8,326	8,326	8,326	8,326	8,326	8,326	8,326	8,326	8,326	8,326	8,326	99,907
TOTAL CONTRACTED SERVICES		38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	458,567

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

CENTRAL QUEENS ACADEMY ED CORP
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2024 - JUNE 30, 2025

Total Revenue	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	2,308,244	27,698,929
Total Expenses	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	26,385,786
Net Income	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	1,313,143
Cash Flow Adjustments	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	61,037
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	15,210,029
Ending Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	16,584,209

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	767	767	767	767	767	767	767	767	767	767	767	767	9,205
Classroom / Teaching Supplies & Materials	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	159,537
Special Ed Supplies & Materials	730	730	730	730	730	730	730	730	730	730	730	730	8,758
Textbooks / Workbooks	19,094	19,094	19,094	19,094	19,094	19,094	19,094	19,094	19,094	19,094	19,094	19,094	229,124
Supplies & Materials other	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	6,991	83,887
Equipment / Furniture	2,219	2,219	2,219	2,219	2,219	2,219	2,219	2,219	2,219	2,219	2,219	2,219	26,631
Telephone	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	28,900
Technology	10,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	10,314	123,773
Student Testing & Assessment	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	5,063	60,752
Field Trips	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	4,887	58,643
Transportation (student)	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	1,772	21,260
Student Services - other	33,327	33,327	33,327	33,327	33,327	33,327	33,327	33,327	33,327	33,327	33,327	33,327	399,929
Office Expense	8,346	8,346	8,346	8,346	8,346	8,346	8,346	8,346	8,346	8,346	8,346	8,346	100,154
Staff Development	4,553	4,553	4,553	4,553	4,553	4,553	4,553	4,553	4,553	4,553	4,553	4,553	54,632
Staff Recruitment	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	6,155	73,863
Student Recruitment / Marketing	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	5,352	64,223
School Meals / Lunch	17,450	17,450	17,450	17,450	17,450	17,450	17,450	17,450	17,450	17,450	17,450	17,450	209,405
Travel (Staff)	975	975	975	975	975	975	975	975	975	975	975	975	11,700
Fundraising	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	46,383
Other	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	6,595	79,145
TOTAL SCHOOL OPERATIONS	154,159	154,159	154,159	154,159	154,159	154,159	154,159	154,159	154,159	154,159	154,159	154,159	1,849,904
FACILITY OPERATION & MAINTENANCE													
Insurance	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	9,593	115,112
Janitorial	36,462	36,462	36,462	36,462	36,462	36,462	36,462	36,462	36,462	36,462	36,462	36,462	437,538
Building and Land Rent / Lease / Facility Finance Interest	436,475	436,475	436,475	436,475	436,475	436,475	436,475	436,475	436,475	436,475	436,475	436,475	5,237,704
Repairs & Maintenance	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	53,653
Equipment / Furniture	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	5,828	69,930
Security	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	6,867	82,405
Utilities	30,301	30,301	30,301	30,301	30,301	30,301	30,301	30,301	30,301	30,301	30,301	30,301	363,611
TOTAL FACILITY OPERATION & MAINTENANCE	529,996	529,996	529,996	529,996	529,996	529,996	529,996	529,996	529,996	529,996	529,996	529,996	6,359,953
DEPRECIATION & AMORTIZATION	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	433,322
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	86,000
TOTAL EXPENSES	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	2,198,815	26,385,786
NET INCOME	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	109,429	1,313,143
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	36,110	433,322
Other	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	86,000
Total Operating Activities	43,277	43,277	43,277	43,277	43,277	43,277	43,277	43,277	43,277	43,277	43,277	43,277	519,322
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(458,285)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(38,190)	(458,285)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	5,086	61,037
NET INCOME	114,515	114,515	114,515	114,515	114,515	114,515	114,515	114,515	114,515	114,515	114,515	114,515	1,374,180
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	15,210,029
ENDING CASH BALANCE	########	########	########	########	########	########	########	########	########	########	########	########	16,584,209

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL QUEENS ACADEMY ED CORP					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**27,698,929**	**30,886,191**	**34,033,976**	**37,308,161**	**40,856,105**	
Total Expenses		**26,385,786**	**29,342,417**	**32,361,994**	**35,550,028**	**39,971,595**	
Net Income (Before Cash Flow Adjustments)		**1,313,143**	**1,543,775**	**1,671,982**	**1,758,133**	**884,510**	
Budgeted Student Enrollment		**1,100**	**1,200**	**1,300**	**1,400**	**1,500**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES		**2.0%**	**2.0%**	**2.0%**	**2.0%**	**2.0%**	
Per Pupil Revenue	Basic Tuition (2023-24)						
PRIMARY School District: New York City Department of Education	18,340	20,577,480	22,897,123	25,301,321	27,792,528	30,373,263	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,340	20,577,480	22,897,123	25,301,321	27,792,528	30,373,263	
Special Education Revenue		1,598,369	1,764,613	1,930,857	2,097,101	2,294,515	
NYC DoE Rental Assistance		5,041,815	5,646,398	6,260,912	6,839,817	7,571,783	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		27,217,664	30,308,134	33,493,090	36,729,446	40,239,561	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		30,268	65,941	72,427	78,913	85,399	
Title I		297,480	355,200	384,800	414,400	444,000	
Title Funding - Other		17,517	20,916	22,659	24,402	26,145	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		345,265	442,057	479,886	517,715	555,544	
LOCAL and OTHER REVENUE							
Contributions and Donations		136,000	136,000	61,000	61,000	61,000	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		136,000	136,000	61,000	61,000	61,000	
TOTAL REVENUE		**27,698,929**	**30,886,191**	**34,033,976**	**37,308,161**	**40,856,105**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue		**27,698,929**	**30,886,191**	**34,033,976**	**37,308,161**	**40,856,105**	
Total Expenses		**26,385,786**	**29,342,417**	**32,361,994**	**35,550,028**	**39,971,595**	
Net Income (Before Cash Flow Adjustments)		**1,313,143**	**1,543,775**	**1,671,982**	**1,758,133**	**884,510**	
Budgeted Student Enrollment		**1,100**	**1,200**	**1,300**	**1,400**	**1,500**	
		Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	210,912	219,348	228,122	237,247	246,737	
Instructional Management	9.00	1,280,772	1,332,003	1,527,591	1,731,003	1,942,551	
Deans, Directors & Coordinators	5.00	571,185	594,032	617,794	642,505	782,443	
CFO / Director of Finance	1.00	178,464	185,603	193,027	200,748	208,778	
Operation / Business Manager	4.00	397,072	412,955	429,473	446,652	563,786	
Administrative Staff	17.00	1,324,708	1,377,696	1,510,728	1,610,119	1,869,334	
TOTAL ADMINISTRATIVE STAFF	37.00	3,963,113	4,121,638	4,506,735	4,868,274	5,613,628	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	54.00	5,084,143	5,664,112	6,267,279	6,894,573	7,829,412	
Teachers - SPED	11.00	873,323	987,649	1,106,548	1,230,203	1,358,804	
Substitute Teachers	17.00	1,241,561	1,437,289	1,640,847	1,852,547	1,999,682	
Teaching Assistants	1.00	52,000	54,080	56,243	58,493	60,833	
Specialty Teachers	25.00	2,175,525	2,523,609	2,972,637	3,352,606	3,573,731	
Aides	1.00	41,600	43,264	44,995	46,794	48,666	
Therapists & Counselors	6.00	498,858	518,812	622,708	647,616	756,664	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	115.00	9,967,010	11,228,815	12,711,257	14,082,832	15,627,791	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	2.00	142,770	148,481	154,420	160,597	238,406	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	142,770	148,481	154,420	160,597	238,406	
SUBTOTAL PERSONNEL SERVICE COSTS	154.00	14,072,893	15,498,934	17,372,412	19,111,704	21,479,825	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		1,194,149	1,313,227	1,473,401	1,607,756	1,825,023	
Fringe / Employee Benefits		1,509,534	1,713,838	1,988,394	2,261,101	2,638,185	
Retirement / Pension		421,464	463,492	520,024	567,443	644,126	
TOTAL PAYROLL TAXES AND BENEFITS		3,125,147	3,490,557	3,981,818	4,436,300	5,107,333	
TOTAL PERSONNEL SERVICE COSTS	154.00	17,198,040	18,989,490	21,354,230	23,548,004	26,587,158	
CONTRACTED SERVICES							
Accounting / Audit		70,041	73,229	76,640	80,290	84,195	
Legal		62,450	65,072	67,877	70,878	99,089	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		226,169	248,424	271,713	296,219	315,533	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		99,907	108,942	119,007	128,552	146,882	
TOTAL CONTRACTED SERVICES		458,567	495,667	535,237	575,939	645,699	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
Total Revenue	**27,698,929**	**30,886,191**	**34,033,976**	**37,308,161**	**40,856,105**	
Total Expenses	**26,385,786**	**29,342,417**	**32,361,994**	**35,550,028**	**39,971,595**	
Net Income (Before Cash Flow Adjustments)	**1,313,143**	**1,543,775**	**1,671,982**	**1,758,133**	**884,510**	
Budgeted Student Enrollment	**1,100**	**1,200**	**1,300**	**1,400**	**1,500**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	9,205	9,850	10,539	11,277	12,066	
Classroom / Teaching Supplies & Materials	159,537	186,754	212,507	238,938	266,096	
Special Ed Supplies & Materials	8,758	13,371	14,236	14,878	16,545	
Textbooks / Workbooks	229,124	174,008	181,208	188,912	268,310	
Supplies & Materials other	83,887	78,631	83,357	88,413	104,950	
Equipment / Furniture	26,631	28,495	30,139	31,875	38,730	
Telephone	28,900	34,118	40,969	46,386	53,834	
Technology	123,773	132,081	140,969	150,480	165,757	
Student Testing & Assessment	60,752	67,060	73,642	80,518	87,875	
Field Trips	58,643	65,973	73,554	81,402	89,538	
Transportation (student)	21,260	65,973	73,554	81,402	89,538	
Student Services - other	399,929	420,104	441,131	463,070	485,985	
Office Expense	100,154	112,411	125,099	138,248	151,890	
Staff Development	54,632	60,449	67,498	74,170	82,359	
Staff Recruitment	73,863	79,033	84,566	90,485	106,819	
Student Recruitment / Marketing	64,223	68,719	73,529	78,676	94,184	
School Meals / Lunch	209,405	251,304	293,918	337,299	381,498	
Travel (Staff)	11,700	13,054	14,251	15,608	17,026	
Fundraising	46,383	49,630	53,104	56,822	60,799	
Other	79,145	72,854	95,135	103,509	117,581	
TOTAL SCHOOL OPERATIONS	1,849,904	1,983,872	2,182,904	2,372,368	2,691,379	
FACILITY OPERATION & MAINTENANCE						
Insurance	115,112	135,241	155,940	177,255	199,236	
Janitorial	437,538	468,165	500,937	536,003	573,523	
Building and Land Rent / Lease / Facility Finance Interest	5,237,704	6,043,535	6,260,912	6,839,817	7,571,783	
Repairs & Maintenance	53,653	57,409	61,427	65,727	70,328	
Equipment / Furniture	69,930	75,449	81,303	87,516	94,642	
Security	82,405	88,173	94,345	100,950	108,016	
Utilities	363,611	390,902	420,250	451,811	485,752	
TOTAL FACILITY OPERATION & MAINTENANCE	6,359,953	7,258,873	7,575,114	8,259,078	9,103,280	
DEPRECIATION & AMORTIZATION	433,322	528,514	628,508	733,640	883,078	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	86,000	86,000	86,000	61,000	61,000	
TOTAL EXPENSES	**26,385,786**	**29,342,417**	**32,361,994**	**35,550,028**	**39,971,595**	
NET INCOME	**1,313,143**	**1,543,775**	**1,671,982**	**1,758,133**	**884,510**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	CENTRAL QUEENS ACADEMY ED CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**27,698,929**	**30,886,191**	**34,033,976**	**37,308,161**	**40,856,105**	
Total Expenses	**26,385,786**	**29,342,417**	**32,361,994**	**35,550,028**	**39,971,595**	
Net Income (Before Cash Flow Adjustments)	**1,313,143**	**1,543,775**	**1,671,982**	**1,758,133**	**884,510**	
Budgeted Student Enrollment	**1,100**	**1,200**	**1,300**	**1,400**	**1,500**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	1,100	1,200	1,300	1,400	1,500	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**1,100**	**1,200**	**1,300**	**1,400**	**1,500**	
REVENUE PER PUPIL	**25,181**	**25,738**	**26,180**	**26,649**	**27,237**	
EXPENSES PER PUPIL	**23,987**	**24,452**	**24,894**	**25,393**	**26,648**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	433,322	528,514	628,508	733,640	883,078	
Other	86,000	86,000	86,000	61,000	61,000	
Total Operating Activities	519,322	614,514	714,508	794,640	944,078	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(458,285)	(338,768)	(353,173)	(368,587)	(464,491)	
Other	-	-	-	-	-	
Total Investment Activities	(458,285)	(338,768)	(353,173)	(368,587)	(464,491)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**61,037**	**275,746**	**361,335**	**426,053**	**479,587**	
NET INCOME	**1,374,180**	**1,819,521**	**2,033,317**	**2,184,186**	**1,364,097**	
Beginning Cash Balance	15,210,029	16,584,209	18,403,730	20,437,048	22,621,233	
ENDING CASH BALANCE	**16,584,209**	**18,403,730**	**20,437,048**	**22,621,233**	**23,985,330**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	1,100	18,707	20,577,480	-	20,577,480	37,000,000,000	0.056%
Year 2 (2025-26)	1,200	19,081	22,897,123	-	22,897,123	37,000,000,000	0.062%
Year 3 (2026-27)	1,300	19,463	25,301,321	-	25,301,321	37,000,000,000	0.068%
Year 4 (2027-28)	1,400	19,852	27,792,528	-	27,792,528	37,000,000,000	0.075%
Year 5 (2028-29)	1,500	20,249	30,373,263	-	30,373,263	37,000,000,000	0.082%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.schools.nyc.gov/about-us/funding/funding-our-schools
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 2 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 3 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 4 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 5 (2028-29)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain 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.

Ver. 230210

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Central Queens Academy II

Contact Name:	Michelle Dalpiaz
Contact Title:	CFO
Contact Email:	michelle.dalpiaz@centralqueensacademy.org
Contact Phone:	718-271-6200

First Academic Year:	2024-25
Pre-Opening Period:	July 1, 2023 - June 30, 2024

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School Distric	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D. Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382

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

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

CENTRAL QUEENS ACADEMY II
2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	100	100	100	100	100	4-6
1st Grade	Elementary School	100	100	100	100	100	5-7
2nd Grade	Elementary School		100	100	100	100	6-8
3rd Grade	Elementary School			100	100	100	7-9
4th Grade	Elementary School				100	100	8-10
5th Grade	*Middle School*	100	100	100	100	200	9-11
6th Grade	Middle School	100	100	100	100	100	10-12
7th Grade	Middle School	100	100	100	100	100	11-13
8th Grade	Middle School	100	100	100	100	100	12-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		600	700	800	900	1,000	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	4	4	4	4	4
1st Grade	Elementary School	4	4	4	4	4
2nd Grade	Elementary School		4	4	4	4
3rd Grade	Elementary School			4	4	4
4th Grade	Elementary School				4	4
5th Grade	Middle School	4	4	4	4	8
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School	4	4	4	4	4
8th Grade	Middle School	4	4	4	4	4
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		24	28	32	36	40

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Middle School	25	25	25	25	25
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	200	300	400	500	500
Total Middle School Enrollment	400	400	400	400	500
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**600**	**700**	**800**	**900**	**1,000**
Change in Net Enrollment from Prior Year (Count)	600	100	100	100	100
Change in Net Enrollment from Prior Year (Percent)	100.0%	16.7%	14.3%	12.5%	11.1%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	600	700	800	900	1,000
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	New York City Department of Education	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000	$ 37,000,000,000
ENROLLMENT (*Charter School*)		600	700	800	900	1,000
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.schools.nyc.gov/about-us/funding/funding-our-schools				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

CENTRAL QUEENS ACADEMY II

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1, 5-8	K-2, 5-8	K-3, 5-8	K-8	K-8
	Enrollment	600	700	800	900	1000

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	5.0	5.0	6.0	7.0	8.0
Deans, Directors & Coordinators	4.0	4.0	4.0	4.0	5.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	2.0	2.0	2.5	3.0
Administrative Staff	8.0	8.0	9.0	9.0	12.0
TOTAL ADMINISTRATIVE STAFF	19.0	19.0	21.0	22.5	28.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	34.0	38.0	42.0	46.0	53.0
Teachers - SPED	6.0	7.0	8.0	9.0	10.0
Substitute Teachers	7.0	9.0	11.0	13.0	14.0
Teaching Assistants	1.0	1.0	1.0	1.0	1.0
Specialty Teachers	10.0	13.0	17.0	20.0	21.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	4.0	4.0	5.0	5.0	6.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	62.0	72.0	84.0	94.0	105.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	2.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	2.0

TOTAL PERSONNEL SERVICE FTE	82.0	92.0	106.0	117.5	135.0

CENTRAL QUEENS ACADEMY II

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	K-1, 5-8	K-2, 5-8	K-3, 5-8	K-8	K-8
	Enrollment	600.00	700.00	800.00	900.00	1000.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	4.00%	4.00%	4.00%	4.00%	4.00%
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -
Instructional Management	$ 138,365	$ 691,827	$ 719,500	$ 886,645	$ 1,060,476	$ 1,241,261
Deans, Directors & Coordinators	$ 106,293	$ 425,173	$ 442,180	$ 459,867	$ 478,262	$ 603,685
CFO / Director of Finance		$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 79,768	$ 159,536	$ 165,917	$ 172,554	$ 219,340	$ 267,998
Administrative Staff	$ 72,974	$ 583,794	$ 607,145	$ 704,405	$ 732,582	$ 980,807
TOTAL ADMINISTRATIVE STAFF		$ 1,860,329	$ 1,934,742	$ 2,223,472	$ 2,490,660	$ 3,093,751
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 93,474	$ 3,178,126	$ 3,679,149	$ 4,200,212	$ 4,742,117	$ 5,586,122
Teachers - SPED	$ 72,272	$ 433,629	$ 523,246	$ 616,447	$ 713,376	$ 814,183
Substitute Teachers	$ 101,729	$ 712,104	$ 944,046	$ 1,185,266	$ 1,436,135	$ 1,595,309
Teaching Assistants	$ 52,000	$ 52,000	$ 54,080	$ 56,243	$ 58,493	$ 60,833
Specialty Teachers	$ 89,255	$ 892,553	$ 1,196,021	$ 1,600,883	$ 1,932,684	$ 2,099,247
Aides		$ -	$ -	$ -	$ -	$ -
Therapists & Counselors	$ 85,715	$ 342,859	$ 356,573	$ 456,551	$ 474,813	$ 579,520
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 5,611,271	$ 6,753,114	$ 8,115,602	$ 9,357,619	$ 10,735,214
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 71,385	$ 71,385	$ 74,240	$ 77,210	$ 80,298	$ 154,895
Security	$ -	$ -	$ -	$ -	$ -	$ -
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ 71,385	$ 74,240	$ 77,210	$ 80,298	$ 154,895
TOTAL PERSONNEL SERVICE WAGES		$ 7,542,985	$ 8,762,097	$ 10,416,283	$ 11,928,577	$ 13,983,861

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions

CENTRAL QUEENS ACADEMY II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**-**
Total Expenses	**167,101**
Net Income	**(167,101)**

	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	-
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**-**
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**
TOTAL REVENUE	**-**

CENTRAL QUEENS ACADEMY II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**-**
Total Expenses	**167,101**
Net Income	**(167,101)**

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	1.00
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	**1.00**
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	14,700
Fringe / Employee Benefits	8,201
Retirement / Pension	4,200
TOTAL PAYROLL TAXES AND BENEFITS	**27,101**
TOTAL PERSONNEL SERVICE COSTS	**1.00**
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	**-**

	START-UP PERIOD
EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	140,000
Deans, Directors & Coordinators	-
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	140,000
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	**-**
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	**-**
SUBTOTAL PERSONNEL SERVICE COSTS	**140,000**
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	14,700
Fringe / Employee Benefits	8,201
Retirement / Pension	4,200
TOTAL PAYROLL TAXES AND BENEFITS	**27,101**
TOTAL PERSONNEL SERVICE COSTS	**167,101**
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	**-**

CENTRAL QUEENS ACADEMY II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**-**
Total Expenses	**167,101**
Net Income	**(167,101)**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	-
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	-
Student Recruitment / Marketing	-
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**-**
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**-**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**167,101**
NET INCOME	**(167,101)**

CENTRAL QUEENS ACAD
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus		
DYCD (Department of Youth and Community Developmt.)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		
TOTAL REVENUE		

CENTRAL QUEENS ACAD
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	
Instructional Management	1.00	ES2 Principal (Planning Year)
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	**1.00**	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		ES2 Principal (Planning Year)
Fringe / Employee Benefits		ES2 Principal (Planning Year)
Retirement / Pension		ES2 Principal (Planning Year)
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	**1.00**	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

CENTRAL QUEENS ACAD
PROJECTED BUDGET / OPERATING PLAN PERIOD
July 1, 2023 - June 30,

***NOTE:** Please enter financial data on "6) Year."*
The pre-opening budget will be for a 1-Year Period as school Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY II												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
Net Income	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	-
Net Income	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	(167,101)	(167,101)

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY II												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
Net Income	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	-
Net Income	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	(167,101)	(167,101)

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	14,700
Fringe / Employee Benefits		683	683	683	683	683	683	683	683	683	683	683	683	8,201
Retirement / Pension		350	350	350	350	350	350	350	350	350	350	350	350	4,200
TOTAL PAYROLL TAXES AND BENEFITS		2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	2,258	27,101
TOTAL PERSONNEL SERVICE COSTS	1.00	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY II												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
Net Income	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	-
Net Income	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	(167,101)	(167,101)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
NET INCOME	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)

PRE-OPENING CASH FLOW 1-YEAR	CENTRAL QUEENS ACADEMY II												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	13,925	167,101
Net Income	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	-
Net Income	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	(167,101)	(167,101)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(13,925)	(167,101)
Beginning Cash Balance	-	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	-
ENDING CASH BALANCE	(13,925)	(27,850)	(41,775)	(55,700)	(69,625)	(83,551)	(97,476)	(111,401)	(125,326)	(139,251)	(153,176)	(167,101)	(167,101)

YEAR 1 BUDGET AND ASSUMPTION		CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**11,504,719**	**2,967,349**	**429,655**	**-**	**300,037**	**15,201,760**	
Total Expenses		**11,807,109**	**1,963,100**	**12,229**	**-**	**915,239**	**14,697,677**	
Net Income		**(302,390)**	**1,004,249**	**417,426**	**-**	**(615,202)**	**504,083**	
Budgeted Student Enrollment		**600**	**-**				**600**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2023-24)							
PRIMARY School District: New York City Department of Education	18,340	11,224,080					11,224,080	
Other District 1:	-	-					-	
Other District 2:	-	-					-	
Other District 3:	-	-					-	
Other District 4:	-	-					-	
Other District 5:	-	-					-	
Other District 6:	-	-					-	
Other District 7:	-	-					-	
Other District 8:	-	-					-	
Other District 9:	-	-					-	
Other District 10:	-	-					-	
Other District 11:	-	-					-	
Other District 12:	-	-					-	
Other District 13:	-	-					-	
Other District 14:	-	-					-	
Other School Districts' Revenue: (Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,340	11,224,080					11,224,080	
Special Education Revenue			767,149				767,149	
NYC DoE Rental Assistance		-	2,148,275	429,655	-	286,437	2,864,367	75% GenEd, 15% Sped, 10% Mgt
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		11,224,080	2,915,424	429,655	-	286,437	14,855,596	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		17,458	3,081	-			20,539	85% Reg, 15% SpEd
Title I		152,218	26,862	-			179,080	85% Reg, 15% SpEd
Title Funding - Other		8,963	1,582	-			10,545	85% Reg, 15% SpEd
School Food Service (Free Lunch)		-	-	-			-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		178,639	31,525	-	-	-	210,164	
LOCAL and OTHER REVENUE								
Contributions and Donations		102,000	20,400	-	-	13,600	136,000	75% GenEd, 15% Sped, 10% Mgt
Fundraising		-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		102,000	20,400	-	-	13,600	136,000	
TOTAL REVENUE		**11,504,719**	**2,967,349**	**429,655**	**-**	**300,037**	**15,201,760**	

YEAR 1 BUDGET AND ASSUMPTION		CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**11,504,719**	**2,967,349**	**429,655**	**-**	**300,037**	**15,201,760**	
Total Expenses		**11,807,109**	**1,963,100**	**12,229**	**-**	**915,239**	**14,697,677**	
Net Income		**(302,390)**	**1,004,249**	**417,426**	**-**	**(615,202)**	**504,083**	
Budgeted Student Enrollment		**600**	**-**				**600**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	
Instructional Management	5.00	518,870	103,774	-	-	69,183	691,827	75% GenEd, 15% Sped, 10% Mgt
Deans, Directors & Coordinators	4.00	361,397	63,776	-	-	-	425,173	85% Reg, 15% SpEd
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	2.00	119,652	23,930	-	-	15,954	159,536	75% GenEd, 15% Sped, 10% Mgt
Administrative Staff	8.00	437,845	87,569	-	-	58,379	583,794	75% GenEd, 15% Sped, 10% Mgt
TOTAL ADMINISTRATIVE STAFF	19.00	1,437,764	279,049	-	-	143,516	1,860,329	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	34.00	3,178,126	-	-	-	-	3,178,126	
Teachers - SPED	6.00	-	433,629	-	-	-	433,629	
Substitute Teachers	7.00	712,104		-	-	-	712,104	
Teaching Assistants	1.00	52,000	-	-	-	-	52,000	
Specialty Teachers	10.00	758,670	133,883	-	-	-	892,553	85% Reg, 15% SpEd
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	4.00	291,430	51,429	-	-	-	342,859	85% Reg, 15% SpEd
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	62.00	4,992,330	618,941	-	-	-	5,611,271	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	53,539	10,708	-	-	7,139	71,385	75% GenEd, 15% Sped, 10% Mgt
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	53,539	10,708	-	-	7,139	71,385	
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	6,483,633.27	908,698	-	-	150,654	7,542,985	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		479,327	95,865	-	-	63,910	639,103	75% GenEd, 15% Sped, 10% Mgt
Fringe / Employee Benefits		580,348	116,070	-	-	77,380	773,797	75% GenEd, 15% Sped, 10% Mgt
Retirement / Pension		169,175	33,835	-	-	22,557	225,566	75% GenEd, 15% Sped, 10% Mgt
TOTAL PAYROLL TAXES AND BENEFITS		1,228,850	245,770	-	-	163,847	1,638,466	
TOTAL PERSONNEL SERVICE COSTS	82.00	7,712,483	1,154,468	-	-	314,501	9,181,451	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	70,041	70,041	
Legal		-	-	-	-	35,700	35,700	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		126,318	22,291	-	-	-	148,609	85% Reg, 15% SpEd
Payroll Services		91,719	18,344	12,229	-	-	122,292	75% GenEd, 15% Sped, 10% Mgt
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		52,976	10,595	-	-	7,064	70,635	75% GenEd, 15% Sped, 10% Mgt
TOTAL CONTRACTED SERVICES		271,013	51,230	12,229	-	112,805	447,277	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**11,504,719**	**2,967,349**	**429,655**	**-**	**300,037**	**15,201,760**	
Total Expenses	**11,807,109**	**1,963,100**	**12,229**	**-**	**915,239**	**14,697,677**	
Net Income	**(302,390)**	**1,004,249**	**417,426**	**-**	**(615,202)**	**504,083**	
Budgeted Student Enrollment	**600**	**-**				**600**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	9,205	9,205	
Classroom / Teaching Supplies & Materials	71,657	12,645	-	-	-	84,302	85% Reg, 15% SpEd
Special Ed Supplies & Materials	-	6,350	-	-	-	6,350	
Textbooks / Workbooks	135,081	23,838	-	-	-	158,919	85% Reg, 15% SpEd
Supplies & Materials other	40,418	7,133	-	-	-	47,550	85% Reg, 15% SpEd
Equipment / Furniture	8,565	1,713	-	-	1,142	11,420	75% GenEd, 15% Sped, 10% Mgt
Telephone	17,624	3,525	-	-	2,350	23,498	75% GenEd, 15% Sped, 10% Mgt
Technology	55,747	11,149	-	-	7,433	74,329	75% GenEd, 15% Sped, 10% Mgt
Student Testing & Assessment	27,899	4,923	-	-	-	32,822	85% Reg, 15% SpEd
Field Trips	33,909	5,984	-	-	-	39,893	85% Reg, 15% SpEd
Transportation (student)	10,795	1,905	-	-	-	12,700	85% Reg, 15% SpEd
Student Services - other	228,250	40,279	-	-	-	268,529	85% Reg, 15% SpEd
Office Expense	42,869	8,574	-	-	5,716	57,159	75% GenEd, 15% Sped, 10% Mgt
Staff Development	29,097	5,819	-	-	3,880	38,796	75% GenEd, 15% Sped, 10% Mgt
Staff Recruitment	32,927	6,585	-	-	4,390	43,903	75% GenEd, 15% Sped, 10% Mgt
Student Recruitment / Marketing	33,011	5,826	-	-	-	38,837	85% Reg, 15% SpEd
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	5,565	1,113	-	-	742	7,420	75% GenEd, 15% Sped, 10% Mgt
Fundraising	-	-	-	-	46,383	46,383	
Other	43,620	8,724	-	-	5,816	58,160	75% GenEd, 15% Sped, 10% Mgt
TOTAL SCHOOL OPERATIONS	817,033	156,086	-	-	87,057	1,060,175	
FACILITY OPERATION & MAINTENANCE							
Insurance	53,125	10,625	-	-	7,083	70,833	75% GenEd, 15% Sped, 10% Mgt
Janitorial	163,499	32,700	-	-	21,800	217,998	75% GenEd, 15% Sped, 10% Mgt
Building and Land Rent / Lease / Facility Finance Interest	2,295,192	459,038	-	-	306,026	3,060,256	75% GenEd, 15% Sped, 10% Mgt
Repairs & Maintenance	20,245	4,049	-	-	2,699	26,993	75% GenEd, 15% Sped, 10% Mgt
Equipment / Furniture	28,190	5,638	-	-	3,759	37,586	75% GenEd, 15% Sped, 10% Mgt
Security	31,094	6,219	-	-	4,146	41,458	75% GenEd, 15% Sped, 10% Mgt
Utilities	137,835	27,567	-	-	18,378	183,780	75% GenEd, 15% Sped, 10% Mgt
TOTAL FACILITY OPERATION & MAINTENANCE	2,729,178	545,836	-	-	363,890	3,638,904	
DEPRECIATION & AMORTIZATION	212,903	42,581			28,387	283,870	75% GenEd, 15% Sped, 10% Mgt
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	64,500	12,900	-	-	8,600	86,000	
TOTAL EXPENSES	**11,807,109**	**1,963,100**	**12,229**	**-**	**915,239**	**14,697,677**	
NET INCOME	**(302,390)**	**1,004,249**	**417,426**	**-**	**(615,202)**	**504,083**	

YEAR 1 BUDGET AND ASSUMPTION	CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**11,504,719**	**2,967,349**	**429,655**	**-**	**300,037**	**15,201,760**	
Total Expenses	**11,807,109**	**1,963,100**	**12,229**	**-**	**915,239**	**14,697,677**	
Net Income	**(302,390)**	**1,004,249**	**417,426**	**-**	**(615,202)**	**504,083**	
Budgeted Student Enrollment	**600**	**-**				**600**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: New York City Department of Education	600					600	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**600**					**600**	
REVENUE PER PUPIL	**19,175**					**25,336**	
EXPENSES PER PUPIL	**19,679**					**24,496**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*			CENTRAL QUEENS ACADEMY II PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue			**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**15,201,760**
Total Expenses			**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**14,697,677**
Net Income			**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**504,083**
Cash Flow Adjustments			**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**26,875**
Beginning Cash Balance			**-**	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**-**
Ending Cash Balance			**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**530,958**	**530,958**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2023-24)													
PRIMARY School District:	New York City Department of Education	18,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	11,224,080
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	935,340	11,224,080
Special Education Revenue			63,929	63,929	63,929	63,929	63,929	63,929	63,929	63,929	63,929	63,929	63,929	63,929	767,149
NYC DoE Rental Assistance			238,697	238,697	238,697	238,697	238,697	238,697	238,697	238,697	238,697	238,697	238,697	238,697	2,864,367
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	1,237,966	14,855,596
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	1,712	20,539
Title I			14,923	14,923	14,923	14,923	14,923	14,923	14,923	14,923	14,923	14,923	14,923	14,923	179,080
Title Funding - Other			879	879	879	879	879	879	879	879	879	879	879	879	10,545
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			17,514	17,514	17,514	17,514	17,514	17,514	17,514	17,514	17,514	17,514	17,514	17,514	210,164
LOCAL and OTHER REVENUE															
Contributions and Donations			11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	136,000
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	136,000
TOTAL REVENUE			**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**15,201,760**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	CENTRAL QUEENS ACADEMY II PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**15,201,760**
Total Expenses	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**14,697,677**
Net Income	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**504,083**
Cash Flow Adjustments	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**26,875**
Beginning Cash Balance	**-**	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**-**
Ending Cash Balance	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**530,958**	**530,958**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	5.00	57,652	57,652	57,652	57,652	57,652	57,652	57,652	57,652	57,652	57,652	57,652	691,827
Deans, Directors & Coordinators	4.00	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	35,431	425,173
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	2.00	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	13,295	159,536
Administrative Staff	8.00	48,649	48,649	48,649	48,649	48,649	48,649	48,649	48,649	48,649	48,649	48,649	583,794
TOTAL ADMINISTRATIVE STAFF	19.00	155,027	155,027	155,027	155,027	155,027	155,027	155,027	155,027	155,027	155,027	155,027	1,860,329
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	34.00	264,844	264,844	264,844	264,844	264,844	264,844	264,844	264,844	264,844	264,844	264,844	3,178,126
Teachers - SPED	6.00	36,136	36,136	36,136	36,136	36,136	36,136	36,136	36,136	36,136	36,136	36,136	433,629
Substitute Teachers	7.00	59,342	59,342	59,342	59,342	59,342	59,342	59,342	59,342	59,342	59,342	59,342	712,104
Teaching Assistants	1.00	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	4,333	52,000
Specialty Teachers	10.00	74,379	74,379	74,379	74,379	74,379	74,379	74,379	74,379	74,379	74,379	74,379	892,553
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	4.00	28,572	28,572	28,572	28,572	28,572	28,572	28,572	28,572	28,572	28,572	28,572	342,859
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	62.00	467,606	467,606	467,606	467,606	467,606	467,606	467,606	467,606	467,606	467,606	467,606	5,611,271
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	71,385
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	5,949	71,385
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	628,582	628,582	628,582	628,582	628,582	628,582	628,582	628,582	628,582	628,582	628,582	7,542,985
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		53,259	53,259	53,259	53,259	53,259	53,259	53,259	53,259	53,259	53,259	53,259	639,103
Fringe / Employee Benefits		64,483	64,483	64,483	64,483	64,483	64,483	64,483	64,483	64,483	64,483	64,483	773,797
Retirement / Pension		18,797	18,797	18,797	18,797	18,797	18,797	18,797	18,797	18,797	18,797	18,797	225,566
TOTAL PAYROLL TAXES AND BENEFITS		136,539	136,539	136,539	136,539	136,539	136,539	136,539	136,539	136,539	136,539	136,539	1,638,466
TOTAL PERSONNEL SERVICE COSTS	82.00	765,121	765,121	765,121	765,121	765,121	765,121	765,121	765,121	765,121	765,121	765,121	9,181,451
CONTRACTED SERVICES													
Accounting / Audit		5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	5,837	70,041
Legal		2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	2,975	35,700
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		12,384	12,384	12,384	12,384	12,384	12,384	12,384	12,384	12,384	12,384	12,384	148,609
Payroll Services		10,191	10,191	10,191	10,191	10,191	10,191	10,191	10,191	10,191	10,191	10,191	122,292
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	5,886	70,635
TOTAL CONTRACTED SERVICES		37,273	37,273	37,273	37,273	37,273	37,273	37,273	37,273	37,273	37,273	37,273	447,277

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	CENTRAL QUEENS ACADEMY II PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**1,266,813**	**15,201,760**
Total Expenses	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**14,697,677**
Net Income	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**504,083**
Cash Flow Adjustments	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**26,875**
Beginning Cash Balance	-	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	-
Ending Cash Balance	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**530,958**	**530,958**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	767	767	767	767	767	767	767	767	767	767	767	767	9,205
Classroom / Teaching Supplies & Materials	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	7,025	84,302
Special Ed Supplies & Materials	529	529	529	529	529	529	529	529	529	529	529	529	6,350
Textbooks / Workbooks	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	13,243	158,919
Supplies & Materials other	3,963	3,963	3,963	3,963	3,963	3,963	3,963	3,963	3,963	3,963	3,963	3,963	47,550
Equipment / Furniture	952	952	952	952	952	952	952	952	952	952	952	952	11,420
Telephone	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	23,498
Technology	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	6,194	74,329
Student Testing & Assessment	2,735	2,735	2,735	2,735	2,735	2,735	2,735	2,735	2,735	2,735	2,735	2,735	32,822
Field Trips	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	3,324	39,893
Transportation (student)	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	1,058	12,700
Student Services - other	22,377	22,377	22,377	22,377	22,377	22,377	22,377	22,377	22,377	22,377	22,377	22,377	268,529
Office Expense	4,763	4,763	4,763	4,763	4,763	4,763	4,763	4,763	4,763	4,763	4,763	4,763	57,159
Staff Development	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	3,233	38,796
Staff Recruitment	3,659	3,659	3,659	3,659	3,659	3,659	3,659	3,659	3,659	3,659	3,659	3,659	43,903
Student Recruitment / Marketing	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	3,236	38,837
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	618	618	618	618	618	618	618	618	618	618	618	618	7,420
Fundraising	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	3,865	46,383
Other	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	4,847	58,160
TOTAL SCHOOL OPERATIONS	88,348	88,348	88,348	88,348	88,348	88,348	88,348	88,348	88,348	88,348	88,348	88,348	1,060,175
FACILITY OPERATION & MAINTENANCE													
Insurance	5,903	5,903	5,903	5,903	5,903	5,903	5,903	5,903	5,903	5,903	5,903	5,903	70,833
Janitorial	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	18,167	217,998
Building and Land Rent / Lease / Facility Finance Interest	255,021	255,021	255,021	255,021	255,021	255,021	255,021	255,021	255,021	255,021	255,021	255,021	3,060,256
Repairs & Maintenance	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	2,249	26,993
Equipment / Furniture	3,132	3,132	3,132	3,132	3,132	3,132	3,132	3,132	3,132	3,132	3,132	3,132	37,586
Security	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	3,455	41,458
Utilities	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	15,315	183,780
TOTAL FACILITY OPERATION & MAINTENANCE	303,242	303,242	303,242	303,242	303,242	303,242	303,242	303,242	303,242	303,242	303,242	303,242	3,638,904
DEPRECIATION & AMORTIZATION	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	283,870
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	86,000
TOTAL EXPENSES	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	**1,224,806**	14,697,677
NET INCOME	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**42,007**	**504,083**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	23,656	283,870
Other	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	7,167	86,000
Total Operating Activities	30,823	30,823	30,823	30,823	30,823	30,823	30,823	30,823	30,823	30,823	30,823	30,823	369,870
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(342,995)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(28,583)	(342,995)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**2,240**	**26,875**
NET INCOME	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**44,247**	**530,958**
Beginning Cash Balance	-	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	-
ENDING CASH BALANCE	**44,247**	**88,493**	**132,740**	**176,986**	**221,233**	**265,479**	**309,726**	**353,972**	**398,219**	**442,465**	**486,712**	**530,958**	**530,958**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**15,201,760**	**18,142,517**	**21,093,722**	**23,967,067**	**27,299,886**	
Total Expenses			**14,697,677**	**17,196,893**	**19,726,421**	**22,250,233**	**26,078,636**	
Net Income (Before Cash Flow Adjustments)			**504,083**	**945,624**	**1,367,302**	**1,716,834**	**1,221,250**	
Budgeted Student Enrollment			**600**	**700**	**800**	**900**	**1,000**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**2.0%**	**2.0%**	**2.0%**	**2.0%**	**2.0%**	
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	11,224,080	13,356,655	15,570,044	17,866,625	20,248,842	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	11,224,080	13,356,655	15,570,044	17,866,625	20,248,842	
Special Education Revenue			767,149	933,393	1,099,637	1,265,881	1,463,295	20-60 ES 5%, Ms 8%; >60 ES 5%, MS 6%
NYC DoE Rental Assistance			2,864,367	3,463,557	4,072,301	4,444,990	5,160,350	30% of Per Pupil x eligible students
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			14,855,596	17,753,605	20,741,981	23,577,497	26,872,487	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			20,539	33,511	39,997	46,483	52,969	flat @ $1081 per student
Title I			179,080	207,200	236,800	266,400	296,000	flat @ $296 per student
Title Funding - Other			10,545	12,201	13,944	15,687	17,430	Title II flat @ $17 per student
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			210,164	252,912	290,741	328,570	366,399	
LOCAL and OTHER REVENUE								
Contributions and Donations			136,000	136,000	61,000	61,000	61,000	YR 1 &2 $75k current remaining Carson Multi Year grant; YR 1-5 $61k Board Contrib
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			136,000	136,000	61,000	61,000	61,000	
TOTAL REVENUE			**15,201,760**	**18,142,517**	**21,093,722**	**23,967,067**	**27,299,886**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**15,201,760**	**18,142,517**	**21,093,722**	**23,967,067**	**27,299,886**	
Total Expenses	**14,697,677**	**17,196,893**	**19,726,421**	**22,250,233**	**26,078,636**	
Net Income (Before Cash Flow Adjustments)	**504,083**	**945,624**	**1,367,302**	**1,716,834**	**1,221,250**	
Budgeted Student Enrollment	**600**	**700**	**800**	**900**	**1,000**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions					*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	-	-	-	-	-	-	
Instructional Management	5.00	691,827	719,500	886,645	1,060,476	1,241,261	
Deans, Directors & Coordinators	4.00	425,173	442,180	459,867	478,262	603,685	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	2.00	159,536	165,917	172,554	219,340	267,998	
Administrative Staff	8.00	583,794	607,145	704,405	732,582	980,807	
TOTAL ADMINISTRATIVE STAFF	19.00	1,860,329	1,934,742	2,223,472	2,490,660	3,093,751	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	34.00	3,178,126	3,679,149	4,200,212	4,742,117	5,586,122	
Teachers - SPED	6.00	433,629	523,246	616,447	713,376	814,183	
Substitute Teachers	7.00	712,104	944,046	1,185,266	1,436,135	1,595,309	
Teaching Assistants	1.00	52,000	54,080	56,243	58,493	60,833	
Specialty Teachers	10.00	892,553	1,196,021	1,600,883	1,932,684	2,099,247	
Aides	-	-	-	-	-	-	
Therapists & Counselors	4.00	342,859	356,573	456,551	474,813	579,520	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	62.00	5,611,271	6,753,114	8,115,602	9,357,619	10,735,214	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	71,385	74,240	77,210	80,298	154,895	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	71,385	74,240	77,210	80,298	154,895	
SUBTOTAL PERSONNEL SERVICE COSTS	82.00	7,542,985	8,762,097	10,416,283	11,928,577	13,983,861	
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		639,103	736,139	873,389	983,904	1,176,376	8.5% of payroll
Fringe / Employee Benefits		773,797	923,188	1,138,594	1,347,581	1,656,016	9.5% of payroll, + 8% annual escaltor on health premiums
Retirement / Pension		225,566	259,814	308,255	347,260	415,191	3% of payroll
TOTAL PAYROLL TAXES AND BENEFITS		1,638,466	1,919,141	2,320,238	2,678,745	3,247,583	
TOTAL PERSONNEL SERVICE COSTS	82.00	9,181,451	10,681,238	12,736,521	14,607,321	17,231,444	
CONTRACTED SERVICES						
Accounting / Audit		70,041	73,229	76,640	80,290	84,195	Assumes current audit fee rate
Legal		35,700	36,449	37,250	38,108	64,026	Assumes current contingency requirements $25k new, $10k ongoing
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		148,609	186,252	224,313	262,820	301,807	Universal Free Lunch contingency
Payroll Services		122,292	137,276	152,785	168,966	179,372	$75 per employee per pay period
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		70,635	77,620	85,493	92,691	108,511	Academic Consultants, Subs, Consultants Erate, Con App
TOTAL CONTRACTED SERVICES		447,277	510,826	576,481	642,875	737,910	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**15,201,760**	**18,142,517**	**21,093,722**	**23,967,067**	**27,299,886**	
Total Expenses	**14,697,677**	**17,196,893**	**19,726,421**	**22,250,233**	**26,078,636**	
Net Income (Before Cash Flow Adjustments)	**504,083**	**945,624**	**1,367,302**	**1,716,834**	**1,221,250**	
Budgeted Student Enrollment	**600**	**700**	**800**	**900**	**1,000**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	9,205	9,850	10,539	11,277	12,066	Assumes current board spending trends
Classroom / Teaching Supplies & Materials	84,302	106,253	126,370	146,772	167,479	$150 per student
Special Ed Supplies & Materials	6,350	10,795	11,480	11,929	13,389	$50 per student
Textbooks / Workbooks	158,919	98,888	100,830	102,907	176,284	$665 per student; At full rampup, replace one grade per year
Supplies & Materials other	47,550	39,751	41,754	43,898	57,320	Classroom Libraries $104 per student;
Equipment / Furniture	11,420	12,219	12,725	13,241	18,792	$5k start up per grade; At full rampup, replace one grade per year
Telephone	23,498	28,338	34,784	39,768	46,753	currently $384 per staff
Technology	74,329	79,175	84,361	89,909	100,945	based on current hardware and software expenses/support
Student Testing & Assessment	32,822	37,175	41,665	46,303	51,265	~$70 per studentr for scoring & testing materials
Field Trips	39,893	45,910	52,087	58,433	64,961	~$67 per student
Transportation (student)	12,700	13,449	14,251	15,108	18,026	Transportation contingency
Student Services - other	268,529	287,206	288,631	326,854	347,934	Uniforms, Assemblies/Programs, Family Engagement, $2k per grade each + LS afterschool ~ $100k
Office Expense	57,159	66,406	75,874	85,577	95,532	Supplies $2500 per grade + postage & shipping
Staff Development	38,796	43,505	49,367	54,771	61,601	materials and conferences
Staff Recruitment	43,903	46,976	50,264	53,783	67,548	job posting, job fairs
Student Recruitment / Marketing	38,837	41,555	44,464	47,576	60,907	marketing materials, open houses, outreach
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	7,420	8,474	9,350	10,365	11,415	1k contingency per grade
Fundraising	46,383	49,630	53,104	56,822	60,799	Fundraiser software, donor event expenses
Other	58,160	61,394	68,398	74,970	87,114	Dues & Memberships, Staff Appreciation, Bank fees, misc
TOTAL SCHOOL OPERATIONS	1,060,175	1,086,950	1,170,298	1,290,262	1,520,129	
FACILITY OPERATION & MAINTENANCE						
Insurance	70,833	87,419	104,293	121,476	138,994	current rates of ~ $102 per student + 8% annual premium escalator
Janitorial	217,998	233,258	249,586	267,058	285,752	current trends +7% annual escalator
Building and Land Rent / Lease / Facility Finance Interest	3,060,256	3,860,694	4,072,301	4,444,990	5,160,350	88-14 Lease + current negotiations for additional site
Repairs & Maintenance	26,993	28,883	30,904	33,068	35,382	current trends +7% annual escalator
Equipment / Furniture	37,586	40,841	44,272	47,893	52,246	copiers, office furniture
Security	41,458	44,360	47,466	50,788	54,344	current trends +7% annual escalator
Utilities	183,780	198,483	214,361	231,510	250,031	current trends +8% annual utility escalator
TOTAL FACILITY OPERATION & MAINTENANCE	3,638,904	4,493,938	4,763,184	5,196,784	5,977,099	
DEPRECIATION & AMORTIZATION	283,870	337,942	393,937	451,990	551,054	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	86,000	86,000	86,000	61,000	61,000	includes operating contingency plus $75k dissolution escrow - $25k each of 1st 3 yrs.
TOTAL EXPENSES	**14,697,677**	**17,196,893**	**19,726,421**	**22,250,233**	**26,078,636**	
NET INCOME	**504,083**	**945,624**	**1,367,302**	**1,716,834**	**1,221,250**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	CENTRAL QUEENS ACADEMY II PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**15,201,760**	**18,142,517**	**21,093,722**	**23,967,067**	**27,299,886**	
Total Expenses	**14,697,677**	**17,196,893**	**19,726,421**	**22,250,233**	**26,078,636**	
Net Income (Before Cash Flow Adjustments)	**504,083**	**945,624**	**1,367,302**	**1,716,834**	**1,221,250**	
Budgeted Student Enrollment	**600**	**700**	**800**	**900**	**1,000**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	600	700	800	900	1,000	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**600**	**700**	**800**	**900**	**1,000**	
REVENUE PER PUPIL	**25,336**	**25,918**	**26,367**	**26,630**	**27,300**	
EXPENSES PER PUPIL	**24,496**	**24,567**	**24,658**	**24,722**	**26,079**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	283,870	337,942	393,937	451,990	551,054	
Other	86,000	86,000	86,000	61,000	61,000	
Total Operating Activities	369,870	423,942	479,937	512,990	612,054	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(342,995)	(215,407)	(221,177)	(227,351)	(313,369)	ES computer equip, classroom/office furn startup ~$133k per yr per grade; then ~ $40k per yr refresh
Other	-	-	-	-	-	
Total Investment Activities	(342,995)	(215,407)	(221,177)	(227,351)	(313,369)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**26,875**	**208,535**	**258,760**	**285,639**	**298,686**	
NET INCOME	**530,958**	**1,154,159**	**1,626,062**	**2,002,473**	**1,519,935**	
Beginning Cash Balance	-	530,958	1,685,117	3,311,179	5,313,652	
ENDING CASH BALANCE	**530,958**	**1,685,117**	**3,311,179**	**5,313,652**	**6,833,587**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	600	18,707	11,224,080	-	11,224,080	37,000,000,000	0.030%
Year 2 (2025-26)	700	19,081	13,356,655	-	13,356,655	37,000,000,000	0.036%
Year 3 (2026-27)	800	19,463	15,570,044	-	15,570,044	37,000,000,000	0.042%
Year 4 (2027-28)	900	19,852	17,866,625	-	17,866,625	37,000,000,000	0.048%
Year 5 (2028-29)	1,000	20,249	20,248,842	-	20,248,842	37,000,000,000	0.055%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.schools.nyc.gov/about-us/funding/funding-our-schools
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 2 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 3 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 4 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 5 (2028-29)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-21 f - Letters of Commitment.

f. Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

Request is not applicable

R-21g – Non SUNY Financials

Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- **IRS Form 990s;**
- **Audited financial statements; and,**
- **Management or Advisory Letters from the independent auditor (if applicable).**

NOTE: This request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

Request is not applicable

R-22 - Action Plan

CENTRAL QUEENS ACADEMY CHARTER SCHOOLS

PRE-OPENING ACTION PLAN

CQA's senior and instructional leadership teams, with oversight by the Board of Trustees, will use the knowledge and expertise gaine

FOCUS AREA	Task	DEPARTMENT	TASK MANAGER	START DATE
Academic Program and School Administration				
	Recruit and hire Principal	Instruction	School Director	June 2023
	Recruit and hire appropriately qualified faculty and staff	Instruction	School Director and Principal	October 2023
	Create/refine Instructional systems (schedules, planning, implementation, assessment, etc.)	Instruction	School Director and Principal	August 2023
	Ensure all furniture, technology and instructional materials are ordered and received	Finance/Instruction	School Director and Dir. of Operations	March 2024
	Outift and set up all classrooms, instructional and common spaces	Instruction/Operations	Dir. of Operations	July 2024
	Hold scholar orientation	Operations/Instruction	Principal and Dir. of Operations	July 2024
	Prepare school calendar and distribute to families	Instruction	School Director and Principal	March 2024
	Prepare class schedules and distribute to	Instruction	Principal	July 2024
	Identify all students eligible for special education services; obtain all IEPs and student records of all incoming students.	Instruction	Dir. of Operations and Special Education Coordinator	April 2024
	Make arrangements to provide a range of special education services	Instruction	Special Education Coordinator	July 2024
	Identify home languages for each family, share communications plan	Operations	Dir. of Operations	April 2024
	Finalize after school programming	Instruction	School Director	April 2024

Conduct summer professional development for faculty and staff	Instruction	School Director and Principal	August 2024

School Management and Operations

Finalize food services for students	Operations	Dir. of Operations	March 2024
Distribute and collect of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls	Operations	Dir. of Operations	############
Secure school nurse	Operations	Executive Director	March 2024
Develop a medications administration plan	Operations	Dir. of Operations	May 2024
Develop health services plan	Operations	Executive Director	March 2024
Ensure that all students are appropriately immunized, or are excused from so being	Operations	Dir. of Operations	May 2024
Facilitate transportation services	Operations	Dir. of Operations	April 2024
Train school instructional staff and administrative personnel on the use of a defibrillator and in first aid and CPR techniques	Operations	Dir. of Operations	May 2024
Ensure all staff IT needs are in place	IT	Dir. of Operations and IT Director	July 2024

Organizational Viability

Update and ratify governance materials within 30 days of issuance of charter	Board/Governance	Executive Director	October 2023
Write the Student Application for Admission and submit it to the Institute	Operations	Dir. of Operations	October 2023
Implement student recruitment and school marketing efforts	Operations	Dir. of Operations and Principal	############
Hold open house/recruitment events	Operations	Executive Director and Principal	############
Conduct the lottery	Operations	Dir. of Operations	April 2024

Maintain wait list, move scholars into seats as available	Operations	Dir. of Operations	April 2024
Notify parents and guardians of the results of the lottery	Operations	Dir. of Operations	April 2024
Complete the Application and Admission Summary and submit it to the Institute	Operations	Dir. of Operations	April 2024
Request student records from students' former districts	Operations	Dir. of Operations	April 2024
Hold enrollment days for incoming scholars and families	Operations	Dir. of Operations	June 2024
Write the CQA FERPA policy, notify families	Operations	School Director/Principal	May 2024
Set up student files and data systems according to laws and best practices	Operations/Instruction	Dir. of Operations/School Director	April 2024
Distribute personnel handbook to all employees	Management	Executive Director	July 2024
Create a draft SAVE plan and submit it to SED and Institute	Operations	Dir. of Operations/Executive Director	June 2024
Ensure that there is adequate signage inside and outside of building	Facilities	Executive Director	October 2024
Develop the school's fiscal policies and procedures and draft Initial Statement	Finance	CFO	October 2023
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing $50k	Finance	CFO	October 2023
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant’s Report	Finance	CFO	January 2024
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties	Finance	CFO	October 2023
Create annual cash flow projection and submit by June 30th; submit revised budget if necessary	Finance	CFO	March 2024

Submit unaudited statements of income and expense to the Institute	Finance	CFO	July 2024
Update payroll system	Finance	CFO	October 2023
Update billing system for school districts	Finance	CFO	May 2024
Update liability and insurance plans	Finance/Management	CFO	October 2023
Adopt CQA II budget	Finance/Board	Executive Director and CFO	February 2024
Review organizational, legal, human resources, financial structures and organizational policies and procedures and make appropriate updates	Finance/Management	Executive Director	October 2023 a

Facilities

Finalize school facility location and lease, notify Institute	Facility	Executive Director	June 2023
Obtain Certificate of Occupancy and any other required permits, submit to Institute	Facility	Executive Director	June 2024
Ensure facility is ADA compliant or that school facility has adequate plans to accommodate students with physical disabilities	Facility	Executive Director	October 2023
Update/obtain Certificates of Insurance	Finance	CFO	June 2024
Facility plan/schedule to CSI	Facility	Executive Director	October 2023
Facility move in/set up	Operations	Dir. of Operations/Executive Director	June 2024
Contract with related service providers (security, janatorial, utilities etc.)	Operations/Managemer	Dir. of Operations/Executive Director	April 2024
Facility opens to faculty and staff	All	Executive Director	May 2024
Building opens for instruction	All	Executive Director	May 2024

Fidelity to Charter Agreement	Identify a compliance contact person	Management	Executive Director	October 2023

d opening two

PROJECTED COMPLETION DATE
October 2023
June 2024
June 2024
July 2024
August 2024
August 2024
June 2024
July 2024
August 2024
August 2024
July 2024
July 2024

August 2024

July 2024
November 2024
July 2024
July 2024
July 2024
August 2024
August 2024
August 2024
August 2024

December 2023
November 2023
April 2024
March 2024
April 2024

Ongoing through 24-25 school year
April 2024
April 2024
June 2024
July 2024
August 2024
August 2024/ongoing
August 2024
August 2024
April 2024
March 2024
January 2024
March 2024
December 2023
June 2024

October 2024
January 2024
July 2024
December 2024
June 2024
nd ongoing

January 2024
August 2024
August 2024
August 2024
December 2023
August 2024
July 2024
August 2024
August 2024

November 2023

R-23a - Supplemental Narrative

The request is not applicable.

Policy Overview

Agency: [redacted]

Policy Type	Insurance Company	Policy Number	Policy Period	Total Cost
Cyber Liability	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

[redacted]

For: [redacted]

Applicant Information	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
First Named Insured: Central Queens [redacted]		[redacted]	[redacted]	[redacted]	

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

Agency: [redacted]

For: [redacted]

Applicant Information	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
First Named Insured: [redacted]		[redacted]	[redacted]	[redacted]	

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

[redacted]

Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
Cyber Liability		**ACE American Insurance Compa**	[redacted]	**7/1/2023 - 7/1/2024**	
Directors and Officers		**Great American Insurance Co.**	[redacted]	**7/1/2023 - 7/1/2024**	
Umbrella(C)		**Great American Alliance Ins Co**	[redacted]	**7/1/2023 - 7/1/2024**	
Coverage Type: Umbrella					
Umbrella(C)	10,000,000/10,000,000				
General Liability		**Great American Insurance Comp**	[redacted]	**7/1/2023 - 7/1/2024**	
General Aggregate	3,000,000				
Fire Damage	1,000,000				
Medical Expense	15,000				
Products/Completed Ops Aggregate	3,000,000				
Personal & Advertising Injury	1,000,000				
Each Occurrence	1,000,000				
Employee Benefits	1,000,000				
Violent Event response	1,000,000/1,000,000				
ABuse and molestation	1,000,000/3,000,000				
Professional Liability	1,000,000/3,000,000				
Commercial Property		**Great American Insurance Comp**	[redacted]	**7/1/2023 - 7/1/2024**	
Loc # 00004 Bldg #					

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

Summary of Insurance

Agency: [redacted]

For: [redacted]

Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
8808 Justice Ave Elmhurst, NY 11373					
Business Personal Property	1,575,000 Lim 5,000 Ded				
Valuation: Replacement Cost					
BI w/ Extra Expense					
Valuation: Actual Loss Sustained					
Crime		**Great American Insurance Comp**	**PAC396494602**	**7/1/2023 - 7/1/2024**	
A. Employee Dishonesty	1,000,000/25,000 Ded				
B. Forgery or Alteration					
C. Theft, Disappearance & Destruction					
Sec 1-Inside the Premises					
Sec 2-Outside the Premises					
D. Robbery & Safe Burglary					
Sec 1-Inside:Robbery of Custodians					
Safe Burglary					
Sec 2-Outside the Premises					
E. Premises Burglary					
F. Computer Fraud					
G. Extortion					
Ins Loss Participation					
H. Premises Theft & Robbery Outside					
Sec 1 - Theft					
Sec 2 - Robbery Outside					
Q. Robbery & Safe Burglary					
Money & Securities					
Sec 1 - Inside the Premises					
Sec 2 - Outside the Premises					
U. Other Coverage					

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

Summary of Insurance

Agency: [redacted]

For: [redacted]

Coverage	Amount/Limits	Insurance Company	Policy Number	Policy Period	Premium
Business Auto		**Great American Insurance Comp**	**PAC396494602**	**7/1/2023 - 7/1/2024**	
Hired non owned	1,000,000				
Inland Marine (C)		**Great American Insurance Comp**	**PAC396494602**	**7/1/2023 - 7/1/2024**	
EDP Coverages					
Blanket					Loc Premium: 0.00
Equipment (hardware) - Owned					
Coins:					
Special (Including theft) - Detail	362,500 Lim				
Equipment (hardware) - Leased					
Equipment (hardware) - In Transit					
Coins:					
Special (Including theft) - Detail	72,500 Lim				
Media/Data (software)					
Media/Data (software) - In Transit					
Extra Expense					
Coins:					
Special (Including theft) - Detail	25,000 Lim				
BI w/o Extra Expense					
Mechanical Breakdown					
Protection and Control System					

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

Agency: [redacted]

Business Auto

(1) ANY AUTO
(2) ALL OWNED AUTOS
(3) OWNED PRIVATE PASSENGER AUTOS
(4) OWNED AUTOS OTHER THAN PRIVATE PASSENGER
(5) ALL OWNED AUTOS WHICH REQUIRE NO-FAULT COVERAGE
(6) OWNED AUTOS SUBJECT TO COMPULSORY U.M. LAW
(7) AUTOS SPECIFIED ON SCHEDULE
(8) HIRED AUTOS
(9) NON-OWNED AUTOS

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

General Liability Classification Schedule

Agency: [redacted]

For: [redacted]

Loc#	Classification	Class Code	Prem Basis	Exposure	Terr	Rate		Premium	
						Prem/OPS	Products	Prem/OPS	Products
Policy No: PAC396494602 LOB: CGL									
00004	to be a school		A	68,500					

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

Commercial Property - Premise Schedule

Agency: [redacted]

For: [redacted]

Location #	Building #	Address	Building Description
Policy No: PAC396494602 LOB:			
00004		8808 Justice Ave Elmhurst, NY 11373	

These schedules are provided as a brief outline of your policy. You must refer to the provisions found in your policy for the details of your coverages, terms, conditions and exclusions that apply.

CENTRAL QUEENS ACADEMY
CHARTER SCHOOL

Financial Policies and Procedures Manual

April 2012 / Revised June 2022

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INTRODUCTION

Purpose of Manual

Central Queens Academy Charter School (CQA or the "School") is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency, and accountability in accordance with accounting principles generally accepted in the United States of America (GAAP), and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School will follow all the relevant laws and regulations that govern the School within the City and State of New York. As a nonprofit organization, the School is entrusted with funds granted by the federal, state and city government agencies, corporate, philanthropic foundations, and individual contributors. Defined financial policies and procedures will enable the School to meet its financial needs and obligations, ensure long-term financial stability and viability, safeguard its tangible assets, human capital, be in good standings with the community and funding sources and comply with its mission statement.

Financial Leadership and Management

The Financial Management Team of the School consists of:

- Board of Trustees
- Board of Trustees Finance Committee
- Senior Leadership Team (SLT): Executive Director (ED), Director of School (SD), Chief Financial Officer (CFO), Director of Operations (OD)

The Financial Management Team outlined above is accountable for the fiscal responsibilities of the School. The Financial Management Team will collectively work to make certain that all financial matters of the School are properly addressed with care, integrity, and accuracy in the best interest of the School. The Board of Trustees' primary obligation is to serve as the School's oversight and policy-making body. The Board of Trustees shall be responsible for the primary oversight of the School's financial matters as defined by the Board's established Bylaws. The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board of Trustees will be responsible for selecting an audit firm, andworking with the School's Financial Management Team to review the monthly financial statements.

The Executive Director will have the overall responsibility for executing all financial matters, assisted by the SLT. The Executive Director is accountable for administering the School's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees.

Changes to the Financial Policies and Procedures Manual

It is the responsibility of the School's Financial Management Team to periodically review and revise the Financial Policies and Procedures manual as needed. The Board of Trustees must approve the manual as well as any amendments. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

Financial Policies

1. The School shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security and proper management of the School's tangible and intangible assets.
3. Timely and accurate financial information shall be compiled to fulfill all reporting and management requirements.

Fiscal Year

The fiscal year of the School is from July 1st to June 30th.

Accrual Accounting

The School uses the accrual basis of accounting when preparing its financial statements.

INTERNAL CONTROL STRUCTURE

Background

This manual establishes and describes the fiscal policies and procedures of the School that have been established by the Board of Trustees to achieve the School's objectives. The control structure represents policies and procedures that affect the School's ability to process, record, summarize and report financial information. This structure is established and maintained to reduce the potential unauthorized use of the School's assets or misstatement of account balances. The contents of this chapter will demonstrate the internal controls that will be implemented to provide reasonable assurance regarding the achievement of objectives in the following categories; (1) Effectiveness and efficiency of operations; (2) Reliability of financial reporting; and (3) Compliance with applicable laws and regulations.

The following four essential elements make up the internal control structure.

Internal Control Environment

By implementing internal controls the School establishes the importance of enforcing and maintaining accountability, transparency and accuracy in their day-to-day financial transactions. Factors that impact the internal control environment can include management and board philosophy; School structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

Accounting System

The School has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the School's fiscal transactions; (2) describe the transactions adequately in order to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred in order to record them in the proper accounting period.

Internal Control Procedures

The School has adopted a number of internal financial controls. These procedures are set up to strengthen the School's internal control structure in order to safeguard the School's assets. The internal financial controls consist of the following:

***Segregation of Duties**:*
A hierarchical structure of authority and responsibility has been developed at the School. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the School from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the School.

Restricted Access:
Physical access to valuable and moveable assets is restricted to authorized personnel.

***Document Control**:*
In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

***Records Retention**:*
Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed as needed with legal counsel and independent auditors to determine any necessary changes.

***Processing Controls**:*
These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

***Reconciliation Controls**:*
These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

***Annual Independent Audit**:*
The School's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

***Security of Financial Data**:*

The School's accounting software is accessible only to the CFO, Finance Manager and the School's external accountant. Individual usernames and passwords will be issued for every user and their access will be limited according to their functionality and role within the School. All other hard copies of financial data, when not in use, will be secured in a designated area at the School.

***Risk Assessment**:*
This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the School's ability to properly record, process, summarize and report financial data.

Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of the School. The School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The component bookkeeping cycles fall into one of four primary functions:

1) Revenue, Accounts Receivable and Cash Receipts

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into School accounts

2) Purchases, Accounts Payable and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit/debit cards, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of School accounts

3) Payroll

The School will use an outside payroll service to process and administer payroll. Their responsibilities include calculating appropriate amounts for employee and employer deductions related to taxes remitted to the federal, state and city government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees and garnishees, etc.

Key tasks in this area include:

- Authorizing new employee wages and other payment adjustments
- Tracking and recording payroll information
- Obtaining and submitting information to service for processing
- Preparing payroll checks and depositing payroll taxes
- Performing quarterly and year end reconciliations
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4) General Ledger and Financial Statements

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to QuickBooks (the accounting software), which produces the financial statements.

Budget Planning and Financial Reporting

Annual Budgeting

The CFO is responsible for creating and updating 5-year budget projections (as required) for the School as well as the School's annual operating budget and capital budget, with assistance from the SLT. Critical school program revenue and expenses must be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the projected operations of the School. The operating budget is reviewed and approved annually, first by the Finance Committee then by the School's Board of Trustees and modified as necessary. The

budget must be approved and passed by June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for the budget is the responsibility of the Executive Director with the assistance of the SLT.

After approval, the budget will be uploaded into the accounting system. This budget is then used to run monthly budget analysis reports (detailed in the Financial Reporting section below). Budget vs. Actual variances of $5,000.00 or more are described in the notes section of the report. The CFO and Finance Manager, under the supervision of the Executive Director, are responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary. The Executive Director or CFO will bring up for discussion during finance committee meetings any revenues that are expected to fall below budget by $10,000 or more and expenses that are expected to go over budget by $10,000 or more.[1] In the event that the variance significantly impacts the budget; the Executive Director, with the assistance of the SLT will ensure that a contingency spending plan is prepared.

Financial Reporting

The CFO and Finance Manager will complete a monthly accounting close ensuring that all bank reconciliations are completed, and appropriate month-end adjustments have been recorded and reviewed. The CFO will send the following monthly reports to the SLT and the Finance Committee for review: (1) the Budget vs. Actual Report for the operating budget (including forecast/projections); (2) the Budget vs. Actual Report for the capital budget (including forecast/projections); (3) the Balance Sheet, and (4) Other reports as deemed necessary. The Board Treasurer or the CFO will present these reports to the entire Board at each meeting. Cash flow projections will also be provided through the end of the fiscal year to identify the months that cash flow may run negative.

[1] Amended October 2012 Finance Committee Meeting. Minutes attached.

PROCESSING CASH RECEIPTS AND REVENUE

Background

The School receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total Federal support for the fiscal year should exceed $750,000, a single audit (formerly OMB Circular A-133)[2] will be conducted by the independent audit firm.

Receiving, Processing and Recording Cash Receipts

The CFO is responsible for recording cash receipts, checks and EFTs in the accounting system and assigning them to the correct GL accounts. The external accountant will periodically audit and review all transactions for accuracy and proper supporting documentation.

The school office staff sorts and distributes all mail.

- Any mail addressed to a specific staff member should be transferred, unopened, to the addressee.
- Any mail addressed generally to the School that is not a vendor statement, city/state/federal agency correspondence, a credit/debit card statement or bank statement will be transferred to the OD unopened for review.
- Magazines and catalogs addressed generally to the School should be transferred to the

[2] On December 26, 2013, OMB Circular A-133 **was superseded** by the issuance of 2 CFR part 200, subpart F. Among other things, those changes increased the audit threshold to $750,000 for auditee fiscal years beginning on or after December 26, 2014

appropriate individual.

Upon receipt of a credit card statement:

- The unopened envelope should be immediately transferred to the Finance Manager, or held in a locked, secured location.
- The Finance Manager will review and reconcile the statement and ensure that s/he has all necessary receipts.
- The CFO will periodically review the credit card statement and documentation for accuracy and proper supporting documentation.
- These statements should then be filed.

For mail that appears to contain a check:

- The envelope should be opened immediately by the School office staff or held in a locked, secure location. Once opened by the School office staff; the check will be recorded on a Cash Receipts Log, maintained as an ongoing Excel file. The Cash Receipts Log file will be emailed to the Executive Director, CFO and Finance Manager. The check is then forwarded to the Finance Manager for deposit.
- The Finance Manager will ensure that checks are stamped immediately with "For Deposit Only", the appropriate bank account number and the name of the School.

When reasonably possible, deposits will be made daily. Checks that cannot be deposited immediately will be placed in a locked location. Before checks are deposited, the Finance Manager will prepare a deposit slip, copy it, and attach the copies of the checks. A bank-endorsed proof of deposit will be obtained for each deposit.

The CFO records the deposit in the accounting system and files the appropriate documentation (copy of check, deposit slip, bank endorsed proof of deposit and any correspondence that accompanied the check) in the Cash Receipts file. The external accountant will periodically audit and review all transactions for accuracy and proper supporting documentation.

Processing and Recording Additional Monies Collected

CQA's staff will periodically receive monies related to Chromebook replacements, lost calculators, lunch, field trips, etc. Staff members must immediately forward all monies received to the School office staff. The School office staff will be responsible for counting the monies received and recording to the Cash Receipts Log, maintained as an ongoing Excel file. The Cash Receipts Log file will be emailed to the Executive Director, CFO and Finance Manager.
The monies are given to the Finance Manager for deposit. The Finance manager will reconcile monies received to the Cash receipts Log

Once deposited, the CFO will record the cash receipt in the accounting system and file the bank endorsed deposit slip in the Cash Receipts files.

Processing and Recording Revenue

Typically, grants received will be accompanied by specific agreements that restrict their use and which impose unique reporting requirements – financial as well as performance. CQA's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis. The Finance Manager will be responsible for attaching job or class codes to applicable expenses and assets (in the school's accounting system) in order to track the use of funds (as required) and to record the recognition of the resulting revenue appropriately.

Revenue Recognition for Grants

In instances where grant funds are received in advance of CQA expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the School has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the School has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. A corresponding receivable must also be booked to reflect the grant funds owed the School for the corresponding amount of funds expended. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the School.

Revenue Recognition for Per-Pupil Funding

Per-pupil funding is received by the School on a bi-monthly basis but recognized as revenues on a monthly basis.

Accounts Receivable

A pledge is defined as an unconditional promise to give cash or other assets. Promises of private donations should be recognized as receivables and revenue in the accounting period in which they are verifiable, measurable, and probable of collection and all applicable eligibility requirements have been met.

When revenues are earned, yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system and revenue recognized. If the pledge goes beyond a year, the pledge amount recorded must be discounted to its present value. The School will only recognize the pledge as revenue when an unconditional promise is made in writing. The CFO with the assistance of the external accountant will evaluate all pledges to verify that each item is still collectible and has been recorded properly in the accounting system.

Accounts Receivable Aging

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over ninety-day basis. The CFO will review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. Any accounts deemed uncollectible will be written off against the school's allowance for doubtful accounts as warranted.

In-kind Contributions

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. Donated services will be recorded in the system at fair value or avoided cost, as determined by the donor and documented in writing. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Securities

Publicly traded securities may be accepted. It is the intention of this policy to sell all gifts of public securities as soon as reasonably possible with the cash from the sale transferred to the School's bank account. Securities that have yet to be sold will be valued each day at their closing price that day. The ED or CFO shall inform the Treasurer promptly upon receipt of a securities contribution and the Treasurer shall have 24 hours to consult with other finance committee members as to whether to liquidate the contribution. The finance committee may vote to not liquidate for a period up to the next full board meeting, at which point the full board will vote on whether to continue holding the contribution in securities form. If the Treasurer does not inform the ED or CFO of a unanimous finance committee vote against liquidation within 24 hours of receiving notice of the contribution, the contribution shall be promptly liquidated. The School currently uses Ameritrade to receive and liquidate stock transactions.

Donated Cryptocurrency

The school accepts crypto currency donations under the following protocols:

- The school accepts only cryptocurrencies that are able to be converted to USD$ upon receipt.
- The school accepts only cryptocurrency donations, where the donor makes themself known.
- The school uses a 3rd party exchange to receive and liquidate cryptocurrency donations.

The school currently accepts cryptocurrency donations via BitPay. Bitpay immediately converts the cryptocurrency donation into USD$. The CFO transfers the USD$ to the school's operating account.

Contributions Acknowledgment Letter

When the School receives a donation or unconditional pledge contribution, an acknowledgement letter stating the value of the donation in standard form will be sent to the donor. Acknowledgement letters will be processed as soon as possible after receipt of the donation (ideally monthly; at least annually). The acknowledgment should include:

- The amount of cash and a description of any other property contributed, (for in-kind goods contributed in which donor determines fair value for their individual tax purposes, the donor provided fair value is included as contribution).

- A statement about whether any goods or services in return for the contribution were provided, and a description and an estimated value of what was provided if the School provided something in return for the contribution.

Processing Purchases and Cash Disbursements

Background

The School procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price.

Exemption from Sales Tax

The School is exempt from federal and state tax. As such, the School is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the Finance Manager to ensure that all vendors have a copy of the sales tax exemption letter allowing the School to be exempt from sales taxes.

Purchases

The School adheres to the following policies:
Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.

1. The School will make all purchases in the best interests of the School and its funding sources.
2. The School will obtain quality supplies/services needed for delivery at the time and place required.
3. The School will buy from reliable sources of supply.
4. The School will obtain maximum value for all expenditures.
5. The School will deal fairly and impartially with all vendors.
6. The School will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the School supplier relationships. The School's conflict of interest policies are described in its Bylaws and the Conflict of Interest Policy adopted by the Board of Trustees.

Purchase Requests

- All purchase requests must be approved by the Director of School.
- Unbudgeted purchase requests $15,000 and over must also be approved by the Executive Director and the Board Chairperson or Treasurer.
- Purchases $15,000 and over may require competitive bidding (see procurement guidelines below).
- No staff member may solely approve his/her own purchase requests.
- All purchases made by the Executive Director must be approved by the Board Chairperson or Board Treasurer.

Approved purchases are forwarded to the Finance department for processing as detailed below.

If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. Further information regarding expense reimbursement is provided later in this chapter.

Approved Purchase Requests

Approved Purchase Requests are submitted to the Finance department for review. The Finance department is responsible for ensuring adherence to the School's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding (see procurement guidelines below). The OD, the ED or the Finance department is responsible for conducting all competitive bidding procedures, when required. All purchasing thresholds apply to the entire order, not single items. The Finance department will retain and file all documentation of applicable bids and/or quotes obtained as a packet.

Once the Finance department has reviewed the Purchase Request and all of the required purchasing and procurement guidelines have been followed, the Finance department sends the order to the vendor, accompanied by any required documentation (Purchase Orders, etc.).

Procurement Guidelines

In all purchasing situations, the School utilizes the following procurement guidelines:

No Bidding Required if:

- The expense is for a purchase or service less than $15,000.
- The vendor is a "preferred vendor" (i.e. If the vendor has a contract with New York City and/or New York State).
- The vendor's price is lower than a "preferred vendor's "pricing for comparable products/services.
- The vendor is a "sole sourced" vendor (i.e. If the vendor is providing a unique service or product that is not offered by other vendors).
- Bidding is not required for rent, utilities and similar and recurring expenses.

Competitive Bidding Procedure

If the contract or purchase is $15,000 or greater and does not meet the "no bidding" criteria noted above:

- The School will seek price quotes from at least three vendors and award the contract to the qualified vendor offering the supply or service needed for the lowest price. The Finance department is responsible for documenting these quotes for SLT review and the Finance Committee or Board Chairperson must provide final approval**. Award may be made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value to the School.** In such situations, a justification statement summarizing the factors leading to such a decision will be prepared for the file.
- If required by the School's Authorizer, the School will notify the School's Authorizer of any material or significant purchases, contracts and agreements in addition to obtaining Board of Trustee approvals.

Receipt of Goods

All goods purchased by the School are delivered directly to the School. It is the responsibility of the school office staff to sign for delivery. The School office staff is responsible for opening the box (es), obtaining the packing slip(s) and reviewing the contents for accuracy. The packing slip will be initialed and given to the Finance department. The Finance department will check the packing slip against the original Purchase Order. If a packing slip is missing, school office staff will document the contents of the receipt of goods in an email confirmation to the finance department.

If the order is incorrect, the Finance department will contact the vendor for a return/credit to the account.

Cash Disbursements

Processing Invoices

All invoices are forwarded directly to the Finance department for processing. The Finance department will assemble the following documentation to prepare an invoice for payment: invoice, approved purchase request,purchase order, packing slip and GL code. and forward the "invoice package" to the Director of School for additional review and approval. Once approved the invoice is paid, entered into the accounting system by the Finance department and filed.

In instances where invoices cannot be obtained and a payment is required, the Finance department will compile all applicable documentation to back up payment. The documentation should include payee, payment due date, amount of payment, purpose of purchase, etc.

Cutting Checks

Blank check stock will be secured in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed with all supporting disbursement documents.

The Executive Director, the CFO[3], OD and 2 designated board trustees are signatories on the checking account. Checks below $5,000 (or for Board-approved recurring transactions above $5,000, such as rent) are signed by the Executive Director or CFO[4], or OD in his/her absence. Checks above $5,000 (without prior Board approval and ratification) require a second signature or electronic authorization from the designated board trustee upon receipt and review of a copy of the check.[5]

At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee.

The check stub or copy of the signed check is attached to the invoice and filed.

The Finance department mails the check to the vendor. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself.

Voided checks should be marked “Void “and filed. If a check has gone missing, a note should be placed in the voided check file.

Bill.com

The School uses Bill.com to issue payments to Vendors. Payment authorization follows the same protocols noted above for processing invoices and cutting checks. Bill.com is synced with the accounting system regularly. Bill.com payables are reconciled to the accounting system monthly.

Online/Phone/Fax/EFT Payments

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Finance Manager if the proper written authorizations are in place. (follow the same protocols noted above for processing invoices and cutting checks detailed above). Any such payment is

[3] Amendment to FPP as per June 19, 2017 Board Meeting. Minutes attached.
[4] Amendment to FPP as per June 19, 2017 Board Meeting. Minutes attached.
[5] Amendment to FPP as per August 6, 2012 Board Meeting. Minutes attached.

documented by a printed confirmation.Electronic payments will be recognized in in the accounting system as an EFT. The EFT will be filed with any other supporting documentation.

Accounts Payable

Accounts payable are aged on a thirty, sixty, ninety, and over ninety-day basis. The CFO will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.

Outstanding Checks

In the event that a check has been disbursed to a vendor for a product or service and the check has not been deposited over a reasonable period of time, the Finance department will contact the vendor to confirm whether it is still in-hand, or whether another check should be reissued. If the check is still in hand, the Finance department will encourage the vendor to deposit the check.

1. In the event that a vendor requests for a check to be reissued, the Finance Manager will void the original check in the accounting system. And contact the bank to stop payment on the check or confirm that the check has expired. A replacement check will be issued to the vendor.
2. In the event the vendor cannot be contacted by phone, letter, or email, the Finance Manager (once approved by the CFO) will write the check off, and then make the appropriate entries in the accounting system.
3. In the event that a check from the previous fiscal year is not cashed, the check will be voided as a journal entry to the appropriate cash and expense general ledger codes in the current fiscal year, so as to not alter the ending balances for the prior fiscal year.
4. In the event the vendor confirms payment was already made via an alternative method not recorded in the accounting system, an investigation will be conducted to understand how the original payment was made and then make the appropriate entries in the accounting system.

Use of Credit Card

The School holds a credit card in the name of Central Queens Academy Charter School issued to the Executive Director. The card may be used for school-related purchases. All card purchases require prior approval based on the purchasing guidelines and policies outlined above. Receipts and other supporting documentation for credit card purchases must be provided to the Finance Manager immediately after the purchase is made.

The approved Credit Card receipt(s) are submitted to the Finance Manager for reconciling,

recording in the accounting system and filing. The CFO will review the transactions regularly to ensure that all credit card transactions have been accounted for, approved and properly recorded.

Responsibilities of Cardholder

The cardholder is responsible for the safekeeping of the card, and will be held accountable:

1. To ensure that the card is used only for legitimate purposes;
2. To ensure that the card is NOT used for items prohibited;
3. To maintain original receipts, invoices, purchase documents and correspondence including all detail related to the purchases on file for audit purposes, and to provide the Finance Manager with copies of such documents upon request;
4. To advise the Finance Manager of any incorrect charges/transactions in order to follow-up and obtain credit from the issuing institution if warranted.

Cancellation and Renewal of Cards

Should an individual leave their position or role with the School, he or she must immediately return the card to the School's finance department and the card will be cancelled immediately. Cards may be cancelled at any time by the School if any of the policies, procedures and guidelines is not followed, and/or if there is not compliance to any of the terms and conditions outlined on the application form and in this policy.

Rewards Program

If applicable, any rewards/points earned on the credit card will be reviewed at least annually and redeemed for a credit towards amount due when appropriate. The Finance department will be responsible for tracking and reviewing points on an annual basis.

Payment of Credit Card Bill

- The credit card balance is paid via automated debit to the operating account each month. The unopened Credit Card statement should be forwarded directly to the Finance Manager or held in a locked secure location.
- The Finance Manager reviews and reconciles the statement and attaches the appropriate documentation/receipts for all charges. The statement is entered into the accounting system and filed.

Reimbursable Expenses

In situations where a purchase is required in short order, staff may make the purchase with their own funds and apply for reimbursement. All reimbursable expenses require pre-approval by the Director of School. Expenses that have not been pre-approved will not be reimbursed. Reimbursable expenses of individual transactions greater than $3,000 require pre-approval from the Board of Trustees in addition to the Director of School. In the event that the Executive

Director require reimbursement, the Board of Trustees must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs.

Receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement should be made within 30 days of expense via an Expense Reimbursement Form. All original receipts should be taped onto blank sheets of paper and attached to the form. These documents are submitted to the Finance department for review and then Director of School for approval of payment.

Employees should note that the School is tax exempt and are encouraged to use a tax-exempt certificate for purchases. A copy of the Tax-Exempt Certificate may be obtained from the Finance department.

Travel Expenses

Travel arrangements may be purchased using the individual's personal credit/debit card. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section. Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement should be made within 30 days of expense.

Mileage Reimbursement

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts.

All employees requesting such mileage reimbursement are required to furnish an Expense Reimbursement Form containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be taped to blank sheets of paper and attached to the Expense Reimbursement Form. This packet must be submitted to the Director of School for approval within 30 days of the travel date in order for the employee to receive reimbursement.

Political Contributions

No funds or assets of the School may be contributed to any political party organization or to any individual who either holds public office or is a candidate for public office. The School also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the School.
- Purchase by the School of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using School assets in political campaigns.

PAYROLL

Hiring

The School's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered are of high standards. Under the direction of the Executive Director, with consultation and consent of the Board, the School will recruit highly qualified candidates to fill positions and meet its mission.

Requests for new employees are initiated by the Director of School or Executive Director, based on the approved annual budget. New Hires will be recruited through a comprehensive process that includes advertisements in national newspapers and educational journals, extensive networking and/or use of regional and national educational search firms. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once the new employee is hired, the OD will collect all necessary payroll data and communicate it to the outside payroll service provider. New employees complete an Application for Employment and the IRS W-4 Form (Employee's Withholding Allowance Certificate), IT-2014 Form (New York State Employee's Withholding Allowance Certificate) and I-9 Form (Employee Eligibility Verification).

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by School's Board of Trustees. Under a conditional appointment, the staff person will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted *Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education* ***must be fingerprinted via MorphoTrust (www.Identogo.com) .***

Salary Determination

The School has established a method for determining compensation for all staff positions. The Executive Director will create a competitive salary structure designed to attract well-qualified potential staff members. Each year, the Executive Director will collaborate with the SLT to review and refine the salary schedule to ensure that it will be attractive to new hires as well as retaining current staff members. The Executive Director will present the salary structure to the Board of Trustees for final approval as part of the budget approval and recruitment process. The Board of Trustees determines the salary for the Executive Director. In order to determine the salary for the Executive Director, the Board of Trustees will perform a review of comparable data which can include published compensation surveys and executive compensation reported in the IRS Form 990 of other NYC charter schools. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Director of School or Executive Director and documented in writing. A copy of the written documentation will be maintained in the employee file.

Bonus Policy

The bonus pool is approved annually by the Board of Trustees as part of the annual budget approval process. A payment schedule is created and approved by the Director of School or the Executive Director and submitted to the OD for payroll processing. Bonuses for the Executive Director must be approved by the Board of Trustees in writing.

Compensation Accrual

Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued. For example, if an employee works from August 16th through June 30th, yet is paid from August 16th through August 15th, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1st to August 15th. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

Employees vs. Independent Contractors

When the School makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular

employee. A bona fide independent contractor does not have taxes withheld and typically invoices the School to receive payment. Before the School engages an independent contractor it must make certain that employment and tax laws are followed. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a worker qualifies as an independent contractor, the School should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?
- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

Utilization of Independent Contractors/Consultants

Once the determination has been made that a worker is an independent contractor, the School creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or Schools providing the services and details of actual services performed.
b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the School's rights to educational curricula and intellectual property developed (if applicable).

In processing payment for any independent contractor, a W-9 form (Request for Taxpayer Identification Number and Certification) must be filled out prior to issuance of the first payment

for services provided. In all cases where compensation exceeded the $600.00, a 1099-Misc will be issued, as required by law. Any School classified as an LLC or LLP is also required to complete form W-9 and will be issued a 1099 if services billed are more than $600.00.

Obtaining Payroll Information

The OD is responsible for the following:

Establishing a Personnel File for Each Employee

The personnel file serves as a chronological performance record throughout the employee's tenure with the School and, as such, are kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the SLT. Beginning 2022, files for new hires are stored electronically using Bamboo (a cloud based HRIS).

Employee files are the sole property of the School. No employee can review or access his or her own personnel file without the written permission of the OD or Executive Director. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the OD or Executive Director. The employee may take written notes concerning the contents of the personnel file and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the OD or Executive Director.

A separate file in a separate locked location is maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security[6]. Each I-9 form is filled out entirely. All information entered on the I-9 is verified by the OD who signs off on the form after seeing original copies of all required documentation (copies are only made for the file and are not acceptable forms of initial verification). Beginning with the COVID pandemic, I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports) for new hires are stored electronically using TRINET (PEO).

The School complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)[7] with regard to the

[6] Form I-9, Employment Eligibility Verification; http://www.uscis.gov/files/form/i-9.pdf; access on 07/2010

[7] Health Insurance Portability and Accountability Act (HIPAA); http://www.hhs.gov/ocr/privacy/hipaa/administrative/index.html; access on 07/2010

dissemination of private health information (PHI) of the School's employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA)[8], the School will keep all medical records and all other related documents separate from the personnel file. Employees should consult with the OD or Executive Director for further information concerning the School's privacy practices.

Annex 4 contains a list of documents to be completed upon employment and filed according to federal, state and local regulations and Human Resources best policies and practices

Employee Information

In order to prepare payroll, the OD obtains and maintains the following information for each employee:

Information	Source of Data
Name and Address	W-4
Social Security Number (SSN)	W-4
Date of Birth	I-9
Job Title	Job Description
Wage Rate	Employee Agreement/Offer of Employment/ NYS Wage Theft Prevention Act Notice and Acknowledgement of Pay Rate and Payday Form
Withholding Status	W-4
Other authorized deductions	Employer information sheet

Analyzing Job Information

The Fair Labor Standards Act (FLSA)[9] sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the School.

Attribute	Exempt	Non-exempt

[8] Americans With Disabilities Act of 1990, as Amended; http://www.ada.gov/pubs/adastatute08.pdf ; access on 07/2010

[9] Fair Labor Standards Act (FLSA); http://www.dol.gov/whd/flsa/index.htm ; access on 07/2010

Payment amount	The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply.	The employer may pay a non-exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum.
Pay deductions	Generally, deductions for time not worked may not be made from salary.	The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work.

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are not in a temporary status and who are regularly scheduled to work the School's full-time schedule. A regular full-time employee is one who works forty (40) or more hours per week.

- **PART-TIME employees** are those who are not in a temporary status and who work continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance) but are not eligible for the School's discretionary benefits or paid leave.

- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for the School's discretionary benefits.

Withholding Status

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. An employee may amend his/her W-4 and IT-2104 forms to increase or decrease the number of withholding

allowances at any time. In addition, employees are required to notify the OD of any change in name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by the School within two (2) weeks of any change.

When W-4 and IT-2104 forms are received, the School's operations team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the School has three duties relating to the contents of the W-4 and IT-2104 forms:

1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.

2. Report excessive allowances. The School is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the School Form 941 to the IRS.

3. Report full exemptions. The School is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than $200.00.

Because of their importance to both the IRS and to employees, the School retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.

Time Reporting Procedures

Federal and state laws require the School to keep an accurate record of time worked in order to calculate pay and benefits. The School complies with applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. The School will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

All employees are responsible for recording the actual time they have worked, based on the School's selected time keeping process.

Time worked is solely the time actually spent on the job performing assigned duties and should

not include any time that is spent not working or any time off that is taken during the workday. All overtime work by Non-Exempt employees must be approved by the appropriate supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

The OD will keep track of all PTO days, vacation days, professional development days, holidays, bereavement or any other days that exempt employees are not at work.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted or has not yet accrued enough leave time;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.
6. the employee has exhausted or has not yet accrued enough leave time to offset one full day's absence from work or lateness

The School makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the OD who will investigate the discrepancies and advise the employee of his/her findings. If it is determined that a deduction was incorrectly made, the School will reimburse the employee for that deduction in the subsequent payroll once that adjustment is reviewed by the Executive Director.

Overtime pay applies only to non-exempt employees. When operating requirements or other School needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and-one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked.

Time off for leaves of absence and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

Processing Payroll

The School is on a semi-monthly payroll cycle which is made up of twenty-four (24) pay periods per year. 10-month salaried employees' (i.e. instructional staff and Teachers) pay is spread out over these 24 pay periods to cover the summer months. 12-month employees will follow the same pay schedule as the 10-month salaried employees. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever the School holidays or closings interfere with the normal pay schedule.

The School uses an outside service to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

The OD will develop an Excel spreadsheet containing the School's entire payroll which he/she will maintain and update each payroll. Attendance records are also compiled and filed by the OD.

The OD will input the payroll data into the Payroll Provider system, creating an official Payroll Register Preview. The Payroll Provider Payroll Preview is reconciled to the Excel spreadsheet maintained by the OD who reviews and forwards to the CFO and Executive Director for approval. Once approved, the OD will submit the payroll to the Payroll Provider for final processing. The Payroll Provider's Payroll Register Preview as well as the original Excel spreadsheet is then filed. Payroll is reconciled and recorded in the accounting system by the Finance Manager. Payroll payments by check or direct deposit are distributed to employees by the OD.

If an employee is given a paper paycheck and loses that check, he or she must submit a written request for a new check to be issued to the OD. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to OD. A new paycheck will be issued to the employee as soon as practicable after the request is submitted

Payroll Tax Compliance

The payroll vendor is responsible for the preparation of the periodic payroll tax filings. The external accountant is responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

The School maintains a schedule of required filing due dates for:

a. IRS Form W-2 - Wage and Tax Statement.
b. IRS Form W-3 - Transmittal of Income and Tax Statements.
c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
f. Quarterly and annual state(s) unemployment tax return(s).

Periodic Payroll Reconciliations

Reconciling Employee Payroll Deductions

On a monthly basis, the Finance Manager and OD reconcile deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members (if any) are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, the accountant performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, the accountant performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

Protecting Payroll Information

Salary information constitutes sensitive information. It is the responsibility of the OD and Executive Director to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the OD will maintain in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.

Changes to Payroll Information

Changes that affect payroll such as new hires, terminations, pay rate changes, or payroll deductions must be documented in writing. The Executive Director, Director of School or OD can authorize any changes to payroll data.

Terminations and Resignations

The OD ensures that any departing employee, whether terminated or resigned, is removed from the payroll immediately after his or her last payment is made.

The School will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to the School, or return of the School -owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with the School is based on mutual consent, both the employee and the School have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense (COBRA) if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The termination or resignation is filed in the employee's personnel file.

In the event that a key staff member in finance or operations is incapacitated or terminated, the School will hire a financial consultant to fill in until a permanent replacement is hired, unless it is determined that internal resources will be sufficient during the interim. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, the School will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

Unused PTO and Vacation

Unused Vacation Benefits

Please refer to the Personnel Handbook.

Unused PTO Benefits

Please refer to the Personnel Handbook.

PROPERTY AND EQUIPMENT

Background

The OD is responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded. All assets must be recorded in the accounting system's general ledger under the fixed asset category, (Asset Description; Vendor; date of purchase and total cost including shipping and installation). A separate fixed asset inventory spreadsheet, created in Excel or fixed asset tracking system is maintained by the OD that is regularly reconciled with the general ledger by the external accountant. All property and equipment subject to the School's Capitalization Policy must be tagged in the manner described below and depreciated according to the School's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the OD is responsible for recording the following into the fixed asset inventory spreadsheet and physically tagged:

- Inventory number as designated by the School (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with the School or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

Each item is also physically tagged in a visible area on the item and with the following

information:
Indication whether the item is property of CQA

In addition, the Finance Manager will enter the asset information into the accounting system's general ledger (Asset Description; Vendor; date of purchase and total cost including shipping and installation). This information is periodically reviewed by the CFO and accountant.

All government-furnished property and equipment is also recorded with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use or remove any of the School property, equipment, material or supplies for personal use without the prior approval of the OD.

Capitalization Policy

The cost threshold for items purchased by the School to capitalize is $2,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than $2,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than $2,000.00 are subject to the School's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the $2,000.00 threshold, the items may be capitalized. For example, if the School buys 100 desks at $500.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value over $2,000.00, which should be capitalized over a 5-year period, as outlined in the Depreciation Policy table below.

The OD performs annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, the Finance Manager with the assistance of the accountant compares this inventory to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated, reconciled and recorded by the Finance Manager and reviewed by the accountant. .

Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The accountant will account for depreciation based on the School's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For

instance, if the School purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12) and recorded as such. But if the School purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

Depreciation Policy	
Furniture & Fixtures	5 years
Equipment	5 years
Musical Instruments	3 years
Computers & Servers	3 years
Software	3 years
Leasehold improvements	Remaining life of lease or life of asset, whichever is shorter

Disposal of Property and Equipment Policy

The School has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the OD, who determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of the OD.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger by the accountant. The disposed asset is also recorded as disposed in the Excel fixed asset inventory spreadsheet. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the accountant.

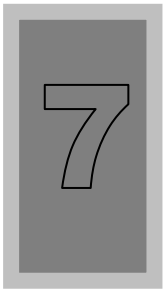
DEBT

Board approval is required for incurring any debt or line of credit on behalf of the School other than operating trade payables and budgeted payroll payables. The Executive Director, Board Chairperson or Board Treasurer will be authorized to negotiate and sign for any such debt as approved by the Board of Trustees. The authorization must be documented in the minutes of the meeting of the Board, as well as a board resolution to be presented to the third party with whom the debt is being established.

Any loan covenants and restrictions will be reported to the Board when the debt is authorized. The Executive Director, CFO, Accountant and Auditors will periodically review these covenants and report to the Board if there are any violations or potential violations of the covenants.

The Board Chairperson or Treasurer and Executive Director will sign any debt agreements after receiving full Board approval. Two signatures are required.

The CFO will reconcile the general ledger debt balances to statements and amortization schedules each month. In addition, accrued interest will be recorded in the general ledger as needed.



MANAGEMENT OF CASH

Accounts

The School has fiveaccounts with TD Bank, 1) Operating Checking, 2) Payroll Checking, 3) Operating Money Market, 4) Escrow Money Market Account for Dissolution, 5) CSP Grant Account. The Escrow Account for Dissolution is required by the School's Authorizer to be a Board of Trustees controlled dissolution account, whose sole purpose is to pay for legal and audit expenses that would be associated with the dissolution of the School should it occur. The School's Authorizer requires the school to set aside $75,000 over the first three years in this Escrow Account earmarked for the above named purpose. In all instances, the School is utilizing its accounts in a way that safely maximizes its overall interest income. The School has five authorized signatories on the accounts; Executive Director, CFO[10], two designated board trustees and the OD. Bank statements are to be forwarded directly to the Finance Manager (unopened).

In the event that the School wishes to open a new bank account, Board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should the School wish to close a bank account, Board approval is also required and will be documented in board minutes.

Bank Statements and Reconciliation

Monthly bank account reconciliations are completed by the Finance Manager. A reconciled Bank Reconciliation report is saved with the bank statement and filed. The completed reports are reviewed by the external accountant. .

Cash Transfers

[10] Amendment to FPP as per June 19, 2017 Board Meeting. Minutes attached.

Cash balances in all CQA bank accounts will be monitored by the CFO to ensure that the adequate amount of funds are on hand to meet the organization's financial obligation. Transfers **among** CQA accounts (only) may be transacted by the CFO[11], OD or Executive Director as needed.

Petty Cash Account

At present, the School does not use Petty Cash. As such, this section does not currently apply to the School. If or when the School were to use Petty Cash, the following policies will apply.

Petty cash will be disbursed to staff for minimal expenses and must be pre-approved. Staff members will not be reimbursed from petty cash for any expenditures that were not pre-approved using the Petty Cash Approval Form. The Petty Cash Fund is maintained by the Finance Manager in a locked, secure location. The Petty Cash Fund will start with a $200.00 balance funded by a check from the school's operating account.

As petty cash is needed, the employee requiring petty cash completes the Petty Cash Approval Form and submits it to the Finance Manager for processing once it has been approved by the Director of School. The Finance Manager records the disbursement in the Petty Cash Log and maintains a copy of the approved Petty Cash Approval Form. Once petty cash has been used to purchase an item, receipt(s) and all remaining funds must be returned to the Finance Manager by the employee. The Finance Manager will update the petty cash log recording the actual amount spent and any funds received back. The Finance Manager will then enter the transaction into the accounting system. On a quarterly basis, the Petty Cash Log and transactions in the accounting system are reconciled by the accountant.

When the petty cash fund is running low, below $50.00, the Finance Manager will request a check to replenish the fund. The check should be made payable to Central Queens Academy. The check request and substantiating documentation (Petty Cash Log and receipts) must be reviewed and approved by the CFO. On an unscheduled test basis, the CFO, or accountant will perform a spot check of the Petty Cash Fund to ensure that the total of the cash and receipts on hand is equal to $200.00.

Investment of Funds

At present, the School does not have any investment accounts. As such, this section does not currently apply to the School. When the School has funds available for investment, the following policies will apply.

The Board of Trustees sets the investment policy for the School. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess

[11] [8] Amendment to FPP as per June 19, 2017 Board Meeting. Minutes attached.

working capital, etc.). The Board Treasurer has been designated to implement the School's investment policy. The CFO has been granted authority by the Board to execute the following:

- Purchase and sell investments
- Have access to investment certificates
- Keep records of investments and investment earnings
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

Authorization of Investment Vehicles

Annually, the Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the CFO. The CFO communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Chairperson in consultation with CFO evaluates the School's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered and quality of investment advice, service and transaction charges, and any other relevant criteria.

Authorization of Investments

All transactions regarding investments must be properly authorized by the Board Chair and properly communicated to the Board of Trustees. Such transactions include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

Investment Purchases

Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

Investment Sales

Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized
- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from

safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

Investment Sales Gain or Loss

The CFO will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

Investment Sales Proceeds

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the CFO. A copy of the receipt or deposit ticket is included in the investment file.

Investment Results Reports

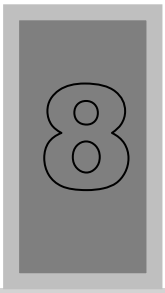
Monthly reports detailing the earnings and activity in all investment accounts are prepared by the CFO and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry by the CFO.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance, by the accountant on a quarterly basis.

Investment Account Balances Agreed to Third Party Statements

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The CFO performs these reconciliations.



SUMMARY OF ACCOUNT STRUCTURE

Assets

Types of Equity
In non-profit Schools, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

The School's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalents
All cash and cash equivalents of the School consist of cash in the School's bank account.

Grants Receivable
Grants receivables include money that the School expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment
Property and equipment includes the assets used by the School for activities and programs that have an estimated useful life longer than one year. For the School, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

Liabilities

Accounts Payable
Accounts payable include costs and expenses that are billed through a vendor invoice and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

Capital Lease Obligation
The School may lease office equipment under a capital lease. Payments of both principal and interest are made monthly.

Accrued Liabilities
Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Debt
When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Revenue

Private Contributions
The School receives contributions from individuals, foundations, and corporations in the following forms:

1. ***Unrestricted Contributions:*** No donor-imposed restrictions.

2. ***Temporarily Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

3. ***Permanently Restricted Contributions:*** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

Expenses

Types of Expenses

Expenses are classified by functional classification and are matched with any donor-imposed restrictions.

Functional Classifications:

a. ***Program Service Expense****:* the direct and indirect costs related to providing services consistent with the School's mission.

b. ***Management & General Expenses****:* expenses for other activities related to the purpose for which the School exists. These relate to the overall direction of the School and include expenses for the activities of the governing board, business management, and general record keeping, and budgeting.

c. ***Fundraising Expenses****:* costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

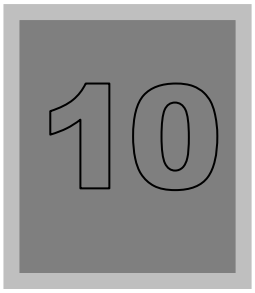
The cost of providing the various programs and other activities of the School will be summarized on a functional basis as part of the School's annual budget process. Accordingly, certain costs will be allocated among the following categories: program, management and general, and fundraising. Allocations are amended as necessary and cost allocation methodology documented by Executive Director, CFO, and accountant.

IRS FORM 990 PREPARATION AND FILING

PREPARATION OF IRS FORM 990

The preparation of the School's IRS Form 990 will be contracted out to the independent accountant. The Executive Director, CFO, Finance Manager and Accountant will be responsible for providing the information needed to prepare the report.

The Executive Director, CFO and Board Treasurer and Board Chairperson will review IRS Form 990. Any changes are communicated to the independent accountant and a revised draft then forwarded to the Finance and Audit Committee for approval once the final review has been completed. The Finance and Audit Committee must approve the IRS Form 990 prior to filing. The returns must be signed by the Executive Director.



INSURANCE COVERAGE

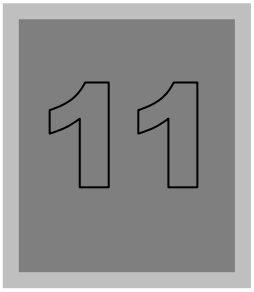
Insurance coverage is maintained pursuant to applicable law.

The school will maintain insurance policies, including: Property and General Liability, Trustees & Officers, Life and Long-Term Disability, NYS Disability, Business Owners, Umbrella Liability, Student Accident, Catastrophic Student Accident and Worker's Comp. See Annex 3 for complete list.

The Executive Director, CFO and OD will conduct an annual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the School's assets and lower the risk of being underinsured. Any proposed changes must be approved by the Board of Trustees and recorded in board meeting minutes. New coverage will be executed by Executive Director. The OD or CFO is responsible for procuring annual renewals with the School's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration and presented to the Executive Director for review and approval.

Original copies of all insurance policies are filed and maintained at the School. When possible, copies of all current insurance policies are saved electronically on a server.

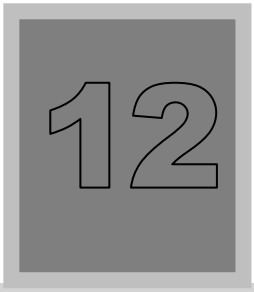
The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.



CONTRACTS AND LEASES

The Board Chairperson, Treasurer and the Executive Director are authorized to negotiate and sign for any contracts and lease agreements as approved by the Board of Trustees.

Contract & lease details will be reported to the Board when executed. The Executive Director, CFO, accountant and Auditors will periodically review these details and report to the Board of Trustees if there are any violations or potential violations of the covenants. The CFO and external Accountant will ensure that the appropriate accounting entries are made to properly reflect the obligations of the contract in conformity with accounting principles generally accepted in the United States of America.



RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on School premises. The accounting system files are saved on the School's server, which is backed up on a daily basis to ensure the retrieval of financial information in case of hardware failure. Back-up data and program files shall be stored off-site in a fire-safe area and shall always remain the confidential and sole ownership property of the School. In the event of a major system malfunction, the latest backup would be restored on the server and any transactions since that backup would be reentered based on the cash disbursement records and cash receipts records. The School has an onsite drive backup system and also an offsite server backup system. All applications and data can be restored remotely to the School server in one business day.

The School has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

Annex 5, contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org:

Originals of the following corporate documents are maintained on-site and OD verifies their presence on a periodic basis:

a. School By-Laws or Charter and all related amendments
b. Form 990 and Financial Statements
c. Minutes of the Board of Trustees and subcommittees
d. Banking agreements
e. Leases
f. Insurance policies
g. Vendor invoices
h. Grant and contract agreements
i. Fixed asset inventory list

Records Access Policy

The CFO will provide access to the School's financial records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

The destruction of confidential School records will be authorized by the Executive Director and OD. Should either be unable to provide authorization, destruction will be delayed pending review and final determination.

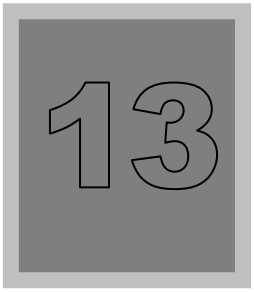
If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once School records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Executive Director and OD for their destruction.

The School will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.

Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner: 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket. Keep in mind however, that reconstruction and restoration of “deleted” files are quite possible in the hands of computer technicians. 2) For records stored on a “hard drive” it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. A destruction record exists to track the destruction of any and all documents. This inventory describes and documents the records, and file formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or other formats. It is recommended that sensitive confidential data stored in digital devices, floppy disks and back-up tapes be physically destroyed.



FRAUD AND MISAPPROPRIATION

The School will not tolerate any fraud or suspected fraud involving employees, officers or Trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the School. Any investigative activity required will be conducted without regard to the suspected violator's length of service, position/title, or relationship with the School.

The SLT and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The SLT and each Board member will be familiar with the types of indiscretions that might occur within his or her area of responsibility and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

Actions Constituting Fraud

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the School
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the School
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the School
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy and may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity should notify the Board Chairperson immediately, and not attempt to personally conduct investigations interviews/interrogations related to any suspected fraudulent act.

The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the School from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Trustees will have:

1. Free and unrestricted access to all the School's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

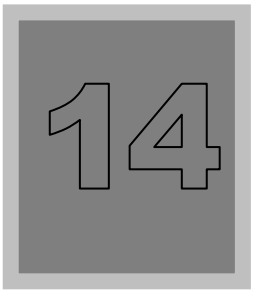
Reporting Procedures

An employee who discovers or suspects fraudulent activity should contact the Board Chairperson immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Board of Trustees or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.

2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.



WHISTLEBLOWER POLICY

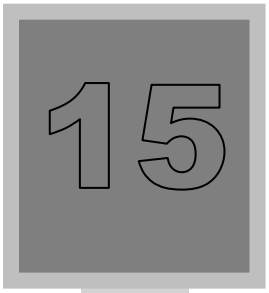
The School requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the School are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. The Board of Trustees will acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.



ETHICS

Conflicts of Interest

Under no circumstance will an employee of the School initiate, participate or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, a relative, or an associate has financial interest.

If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the Board Chairperson or Executive Director.

Gratuities and Kickbacks

No employee (or anyone under their direct supervision) may solicit, demand, accept or agree to a gratuity, kickback or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the content of any procurement standard, auditing, or rendering of advice.

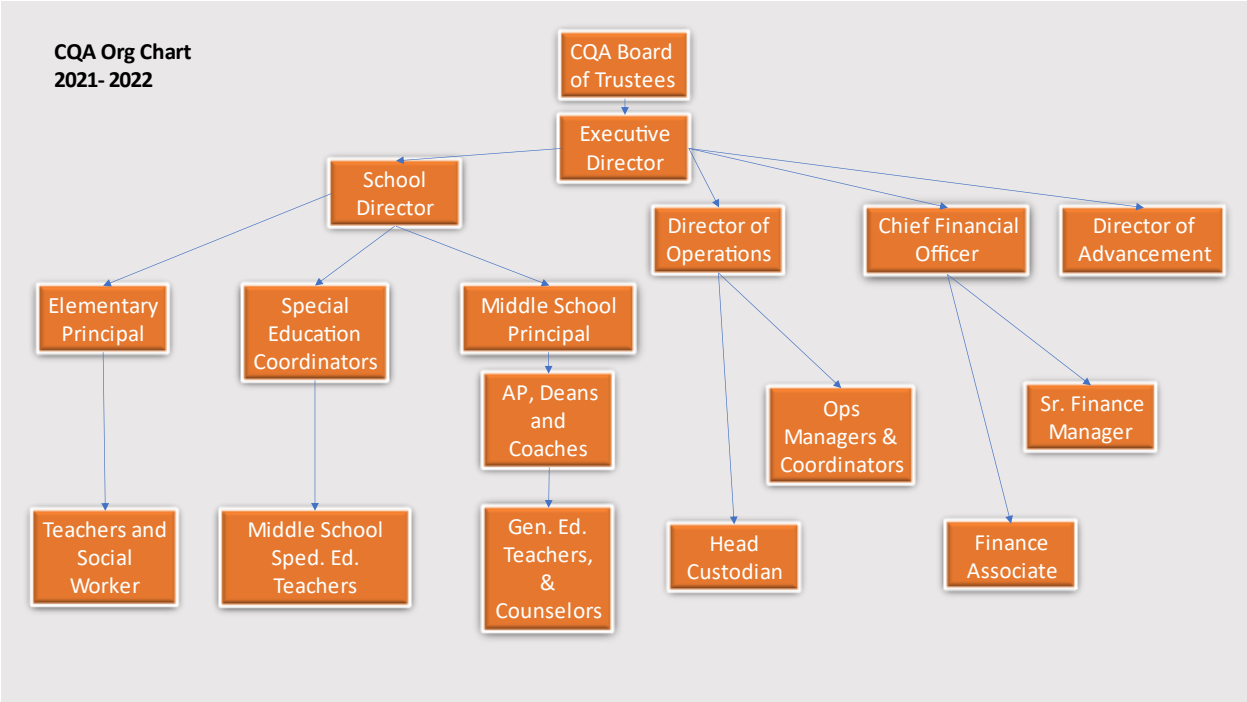
Use of Confidential Information

In accordance with the School's Confidentiality Agreement an employee must not knowingly use Confidential Information for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

Reprimands and Penalties

A breach of ethical standards from an employee of the School will warrant a written warning from the Board of Trustees. The repercussion of this unacceptable behavior may lead to a suspension with or without pay for a specified period of time, and/or termination of employment.

Annex 1: Organizational Chart



Annex 2: Financial Leadership Accountability

Board of Trustees

Area of Review	Primary Responsibility	Specific tasks/measures
Oversight & Management of the School	Ensure all systems and structures are in place for an effective operation. Oversee and asses the School's educational progress. Provide expertise in the areas of law, real estate and finance. Establish and maintain the School's reputation and enhance the School visibility throughout the community and media.	Implementation of School's mission. Selection of qualified key employees empowered to comply with the School's mission. School is running effectively on a day to day basis. Financial and Programmatic goals are being accomplished as established in the annual budget.
Fundraising	Work with the School Leaders to raise funds to meet operational and capital needs	Determine fundraising goals; help to create and execute fundraising plan. Grants and contributions are secured.
Budget	Work with the School Leaders to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Budget is created on schedule and is updated regularly; financials are presented to the Board in timely manner. The School is operating within budget and has hired an independent auditor to successfully complete annual audit.

Executive Director

Area of Review	Primary Responsibility	Specific tasks/measures
Oversight & Management of the School	Ensure all systems and structures are in place for an effective operation.	Implementation and maintenance of School's mission. Selection of qualified key employees empowered to comply with the School's mission. School is running effectively on a day to day basis. Financial and Programmatic goals are being accomplished as established in the annual budget.
Fundraising	Work with the Board of Trustees to raise funds to meet operational and capital needs.	Determine fundraising goals; help to create and execute fundraising plan. Grants and contributions are secured.
Budget	Work with the Board of Trustees, School Leaders to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Budget is created on schedule and is updated regularly; financials are presented to the Board in timely manner. The School is operating within budget; work with the Board of Trustees to hire an independent auditor; to successfully complete annual audit.
Board Reports	Required monthly reports	Timely, accurate and clear reports are prepared and presented to the Board.
Property, Equipment and Data	Safeguard the School's fixed assets and data	Develop and execute procedures that will ensure that the School's assets are accounted for and recorded properly in the GL. Maintain and safeguard digital, paper and intellectual data.

Director of School

Area of Review	Primary Responsibility	Specific tasks/measures
Oversight & Management of the School	Ensure all systems and structures are in place for an effective operation.	Implementation and maintenance of School's mission. Selection of qualified instructional staff empowered to comply with the School's mission. School is running effectively on a day to day basis. Financial and Programmatic goals are being accomplished as established in the annual budget.
Budget	Work with the Board of Trustees, School Leaders to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Work with the SLT to ensure that Financial goals are being accomplished as established in the annual budget.
Board Reports	Required monthly reports	Timely, accurate and clear reports are prepared and presented to the Board.

OD

Area of Review	Primary Responsibility	Specific tasks/measures
Oversight & Management of the School	Ensure all systems and structures are in place for an effective operation	Maintenance of School's mission. Selection of qualified key employees empowered to comply with the School's mission. School is running effectively on a day to day basis.
Human Resources Policies and Procedures	Work with the Executive Director in compiling personnel documents and developing a culture that promotes employee retention.	Ensure that the School complies with Federal, State and local governmental requirements relating to HR policies and procedures, and best practices. Process, maintain and secure sensitive employee data.
Property, Equipment and Data	Safeguard the School's fixed assets and data.	Develop and execute procedures that will ensure that the School's assets are accounted for and recorded properly in the GL. Maintain and safeguard digital, paper and intellectual data.
Board Reports	Required monthly reports.	Timely, accurate and clear reports are prepared and presented to the Board.

CFO

Area of Review	Primary Responsibility	Specific tasks/measures
Oversight & Management of the Schools Financials	Ensure all Financial systems and structures are in place for an effective operation	Maintain accurate Financial systems to ensure the school is operating within budget and create financial reports for the Board.
Financial Requirements and Processes	Work with the SLT to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Work with the SLT to ensure that Financial goals are being accomplished as established in the annual budget. Ensure Financial information is entered regularly and accurately in order to create financials to the Board in a timely manner. The School is operating within budget.

Property, Equipment and Data	Safeguard the School's fixed asset data.	Ensure that the School's assets are accounted for and recorded properly in the GL.
Board Reports	Required monthly reports.	Timely, accurate and clear reports are prepared and presented to the Board.

Annex 3: Types of Insurance Coverage and Thresholds

Type of Insurance	Proposed Policy Coverage
Employee Benefits	To be negotiated with a NY provider.
Workmen's Compensation & Employer's Liability	$1,000,000
Commercial Property	$500,000
Commercial General Liability	$1,000,000/$2,000,000
Umbrella	$10,000,000
Property and General Liability	$2,000,000 aggregate, $1,000,000 for each occurrence
Student Accident & Medical Expense	$1,000,000
Directors & Officers	$1,000,000
Life and Long Term Disability	
Business Owners	

Annex 4: Documents to be completed upon Employment

The following documents are essential upon accepting an offer in the School and are filed separately in a locked location.

Form	Update Timeline	Month for Update (if applicable)
Acceptance Letter	Annually	
Fingerprint Check	No update needed	
Federal Withholding Form W-4	As needed	
Retirement Account Application	As needed	
Retirement Beneficiary Information	As needed	
Certifications (if applicable)	As needed	
Resume	As needed	
Job description	As needed	
Annual Evaluation Documentation	Annually	
Direct Deposit	As needed	

Employment Eligibility Verification

The following is a brief list of the documents required to be submitted upon filing an I-9 with the employer. These documents are to be filed separately in a locked location.

Form	Update Timeline	Month for Update (if applicable)
I-9		
Driver's License or State ID	As needed	
Social Security Card or Passport	As needed	

Medical Records

The following medical records are to be filed separately in a locked location according to HIPAA regulations

Form	**Update Timeline**	**Month for Update** (if applicable)
Medical Enrollment Form	As needed	
Dental Enrollment Form	As needed	
Life Insurance Form	As needed	
Physician records of examination	As needed	
Laboratory test records	As needed	
Diagnostic records	As needed	
Drug screening records	As needed	

Annex 5: Requirements for Record Retention

Item	Retention Period
Bank Statements & Reconciliations	7 Years
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanent
Cancelled Checks - (Ordinary)	7 Years
Cash Books	Permanent
Cash Receipts and Disbursements	7 Years
Construction Documents	Permanent
Contracts and Leases (Current)	Permanent
Contracts and Leases (Expired)	7 Years
Corporate - Articles of Incorporation and Bylaws	Permanent
Corporate - Certificate of Incorporation and Related Legal or Government Documents	Permanent
Corporate - Minutes of Board and Committee Meetings, etc.	Permanent
Correspondence (General)	3 Years
Correspondence (Legal / Important)	Permanent
Duplicate Bank Deposit Slips	3 Years
Email	5 Years
Employee Assignments and Garnishments	7 Years
Employee Benefit Plan Documents	7 Years
Employee Payroll Records	7 Years
Employee Payroll Reports (Federal, State or City Gov't)	7 Years
Employee Personnel Records (After Termination)	7 Years
Employee Personnel Records (Current)	Permanent
Employee Retirement and Pension Records	Permanent
Employee Timesheets	7 Years
Employee Workman's Compensation Documents	11 years
Employment Applications (Current Employees)	Permanent

Employment Applications (Other)	1 Year
Finance - Accounts Payable Ledgers and Schedules	7 Years
Finance - Accounts Receivable Ledgers and Schedules	7 Years
Finance - Audit Reports of Independent Auditor	Permanent
Finance - Chart of Accounts	Permanent
Finance - Depreciation Schedules	Permanent
Finance - Expense Analyses & Distribution Schedules	7 Years
Finance - Financial Statements (incl. Trial Balances)	Permanent
Finance - Fixed Asset Records & Appraisals	Permanent
Finance - General Ledgers	Permanent
Finance - Subsidiary Ledgers	Permanent
Finance - Tax Return Worksheets	7 Years
Finance - Tax Returns	Permanent
Finance - Uncollectible Accounts & Write-offs	7 Years
Finance - W-2 / W-4 / 1099 Forms, etc.	7 Years
Grant Inquiries	7 Years
Insurance - Accident Reports and Claims (Current Cases)	Permanent
Insurance - Accident Reports and Claims (Settled Cases)	Permanent
Insurance - Policies (Current)	Permanent
Insurance - Policies (Expired)	Permanent
Inventories	7 Years
Invoices from Vendors	7 Years
Invoices to Customers	7 Years
Notes Receivable Ledgers	7 Years
Paid Bills & Vouchers	7 Years
Patents & Related Papers	Permanent
Physical Inventory Tags	7 Years
Property Appraisals	Permanent
Property Documents - Deeds, Mortgages, etc.	Permanent
Stock and Bond Certificates (Cancelled)	7 Years

Stock and Bond Records	Permanent
Vendor Payment Request Forms & Supporting Documents	7 Years
Voucher Registers & Schedules	7 Years

Annex 6: Approvals and Signing Authorities Charts

Procurement:

$ Value/Range	Required Signatures for Approval
$0 - $2,500	Director of School (DO), or OD or ED in DO absence
$2,501 and $14,999	DO or ED in DO absence
$15,000 and above (unbudgeted or not previously ratified)	DO, Executive Director and Board Chairperson or Board Treasurer

Check Signing Authority: [12]

$ Value/Range	Required Signatures for Approval
$0 - $4,999 and for Board approved recurring transactions	Executive Director, or CFO or OD in ED/CFO absence
$5,000 and above	Executive Director **(**CFO, **or** OD in his/her absence**) and** designated Board Trustee

[12] Amendment to FPP as per June 19, 2017 Board Meeting. Minutes attached.

Annex 7: Amendments

1) P. 22 - Cutting Checks Section. Minutes attached. August 2012
2) P. 11-Annual Budgeting Section-Minutes attached. December 2012
3) Entire manual reviewed and revised September 2015.
4) Reserve policy added - October 2015.
5) OMB Edgar policy added - October 2015.
6) P. 20 - CFO added as bank signer. Minutes attached June 2017.
7) P.41 - CFO added as bank signer. Minutes attached June 2017
8) P.68 - CFO added as bank signer. Minutes attached June 2017.
9) Manual reviewed and revised September 2021
10) P. 26 - ED salary approved by Board of Trustees, School Director salary approved by ED. Minutes September 2021
11) P. 26 - ED Bonus approved by Board of Trustees, School Director bonus approved by ED. Minutes attached September 2021
12) P.58 Org chart updated. Minutes attached September 2021
13) P.12 Single audit threshold revised from $500,000 to $750,000.

Appendix A: Providers

PEO Provider: Trinet
Accountant: Keeping Your Books
Liability Insurance Broker: Salerno Brokerage Corp.

Appendix B: Reserve Policy & Edgar OMB Procedure

CQA Reserve Policy

CQA is committed to building an operating reserve. The operating reserve will be an unrestricted fund balance to cover unexpected cashflow shortages, expenses or losses which may be caused by delayed payments of per pupil revenues or grants, unexpected repairs or conditions. CQA's goal is to build and maintain an operating reserve of 3 months expenses. The Board of Directors must approve any use of the cash reserve fund.

Once CQA's operating reserve is secured, a reserve for a permanent facility will be developed.

Procedure for Edgar/OMB Uniform Guidance Requirements

All Federal awards received and expended after 7/1/2015 will follow the policies/procedures below:

Identification:

All Federal Awards will be identified with the name of the federal "program" and Identification # of award (CFDA Title and Number, Federal Award I.D. #, Fiscal Year of Award, Federal Agency)

Required Certification:

CQA's Executive Director (or the Head of School) will certify on annual and final fiscal reports or vouchers requesting payment: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise."

Payments:

Advances will be maintained in Interest Bearing accounts. CQA will retain interest of $500 or less for Administrative purposes. Portion of interest greater than $500 will be returned to HHS Payment Management System.

Allowability of Costs:

When developing budgets for grant requests and preparing final payment requests, CQA will review proposed costs to ensure that they are reasonable, necessary, allocable and conform with the terms of the grant. Costs will also be reviewed to make sure that they are consistently treated, conform with federal law and with state and local policies and are recorded in accordance with GAAPP

Direct vs. Indirect Costs:

Salaries of administrative and clerical staff will be treated as "indirect" unless all of following are met:

1. Such services are integral to the activity
2. Individuals can be specifically identified with the activity
3. Such costs are explicitly included in the budget
4. Costs not also recovered as indirect

Documentation for Personnel Expenses:

Salaries and wages charged to Federal awards will be based on official payroll records and will include semiannual certifications and will reflect % of time employee worked on project not to exceed 100% of time.

Costs deemed unallowable by the Federal agency will be refunded to the Federal government including interest.

CQA intends to use the 1 year grace period for procurement and follow the old procurement guidelines for 1 year until 7/1/2016.

PROPOSED SCHOOL NAME:	Central Queens	
		A
	Proposal Request	Are you incorporating by reference?
		Select "Yes" or "No" from the dropdown menu.
	Sample Response	Yes
00(a)	Transmittal and Summary Form	*All applicants must*
00(b)	Statistical Overview Form	*All applicants must*
00(c)	Replicator Checklist	*All applicants must*
1(a)	Community Description and Need	*All applicants must*
1(b)	Programmatic Impact	*All applicants must*
1(c)	Fiscal Impact	*All applicants must*
2(a)	Mission	No
2(b)	Key Design Elements	No
3(a)	Applicant Information	No
3(b)	Proposal History	No
3(c)	List of Founding Team Members	No
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	No
3(e)	Letter of Justification for Previously Denied Applications	No
3(f)	Founding Team Resumes	*All applicants must*
3(g)	Probationary Status of Affiliated Charter School(s)	*All applicants must*
4(a)	Description and Analysis of Community Outreach Efforts	*All applicants must*
4(b)	Description and Analysis of Community Suppport	*All applicants must*
4(c)	Description and Analysis of Student Demand	*All applicants must*
4(d)	Evidence of Community Outreach	*All applicants must*
4(e)	Evidence of Community Support	*All applicants must*
4(f)	Evidence of Student Demand	*All applicants must*
5(a)	Enrollment Plan	No
5(b)	Target Population Enrollment	No
5(c)	Student Enrollment Table	No
5(d)	Admissions Policy	No
6(a)	Curriculum Selection Processes	No
6(b)	Assessment System	No
6(c)	Instructional Methods	No
6(d)	Course or Subject Overview	No
6(e)	Promotion and Graduation Policy	No
6(f)	Programmatic Audits	No
6(g)	Draft Accountability Plan	No
7(a)	School Calendar	*All applicants must*
7(b)	Sample Student Schedule	No
7(c)	Sample Teacher Schedule	No
8(a)	Struggling Students	No
8(b)	Students with Disabilities	No

PROPOSED SCHOOL NAME:	Central Queens	
		A
	Proposal Request	Are you incorporating by reference?
8(c)	English Language Learners	No
8(d)	Gifted and Advanced Students	No
9(a)	Instructional Leadership Roles	No
9(b)	Teacher Support and Supervision	No
9(c)	Professional Development	No
9(d)	Teacher Evaluation and Accountability	No
10(a)	School Culture	No
10(b)	Discipline Policy	No
10(c)	Special Education Discipline Policy	No
10(d)	Dress Code Policy	No
11(a)	Organizational Chart	No
11(b)	School Leadership and Management Structure	No
12(a)	Staffing Chart and Rationale	No
12(b)	Qualifications and Responsibilities	No
12(c)	Staff Recruitment and Retention	No
12(d)	Personnel Policies	No
13(a)	Partner Information	No
13(b)	Partner Commitment	No
14(a)	Board Members	No
14(b)	EdCorp Board Roles & Responsibilities	No
14(c)	Education Corporation Board Design	No
14(d)	Stakeholder Participation	No
14(e)	By-laws	No
14(f)	Code of Ethics	No
14(g)	Complaint Policy	No
14(h)	Board Member Resumes	*All applicants must*
14(i)	Board Member Request for Information Forms	*All applicants must*
15(a)	Relationship Strategies	No
15(b)	School Partnerships	No
16(a)	Facility Needs	*All applicants must*
16(b)	Facility Selection	*All applicants must*
16(c)	Facility Related Conflicts of Interest	*All applicants must*
16(d)	Additional Facility Information	*All applicants must*
17	Food Services	No
18	Health Services	No
19	Transportation	No
20	Insurance	*All applicants must*
21(a)	Budget Narrative	*All applicants must*
21(b)	Financial Planning	*All applicants must*
21 (c)	Fiscal Audits	No
21(d)	Dissolution Procedures	No
21(e)	Budget Template	*All applicants must*

SUNY Charter Schools Institute Incorporation by Reference Checklist

PROPOSED SCHOOL NAME:	Central Queens
	A
Proposal Request	Are you incorporating by reference?
21(f) Letters of Commitment	*All applicants must*
21(g) Non-SUNY Financials	*All applicants must*
22 Action Plan	*All applicants must*
23(a) Supplemental Narrative	No
23(b) Supplemental Attachments	No
24 Full Merged Application	*All applicants must provide a response to this Request.*
Supplemental Academic Program Narrative	*This is a specific additional request for which all applicants must provide a response*
Business Plan (if applicable)	*All applicants must provide a response to this Request.*

Supplemental Academic Program Narrative

General Education Program- identified COVID-related gaps

CQA aims to improve academic and life outcomes for recent immigrant populations and English Language Learners (ELL). Our mission is to prepare students for success in college, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive supportive services. This has been our mission since Central Queens Academy opened in 2012. That work became substantially more difficult and subsequently even more important since the COVID-19 pandemic. The National Assessment of Educational Progress (NAEP) shows that the learning loss due to the pandemic is equivalent to the previous twenty years of consistent growth gains. Studies show that early child development was stunted as a result of the shut-down of social activities between 2020 and 2021. As a result, the infants and toddlers in that time frame are now showing decreased language, motor skill, and thinking development. (*Hannah Chow-Johnson, MD, is a pediatrician at Loyola Medicine.)*

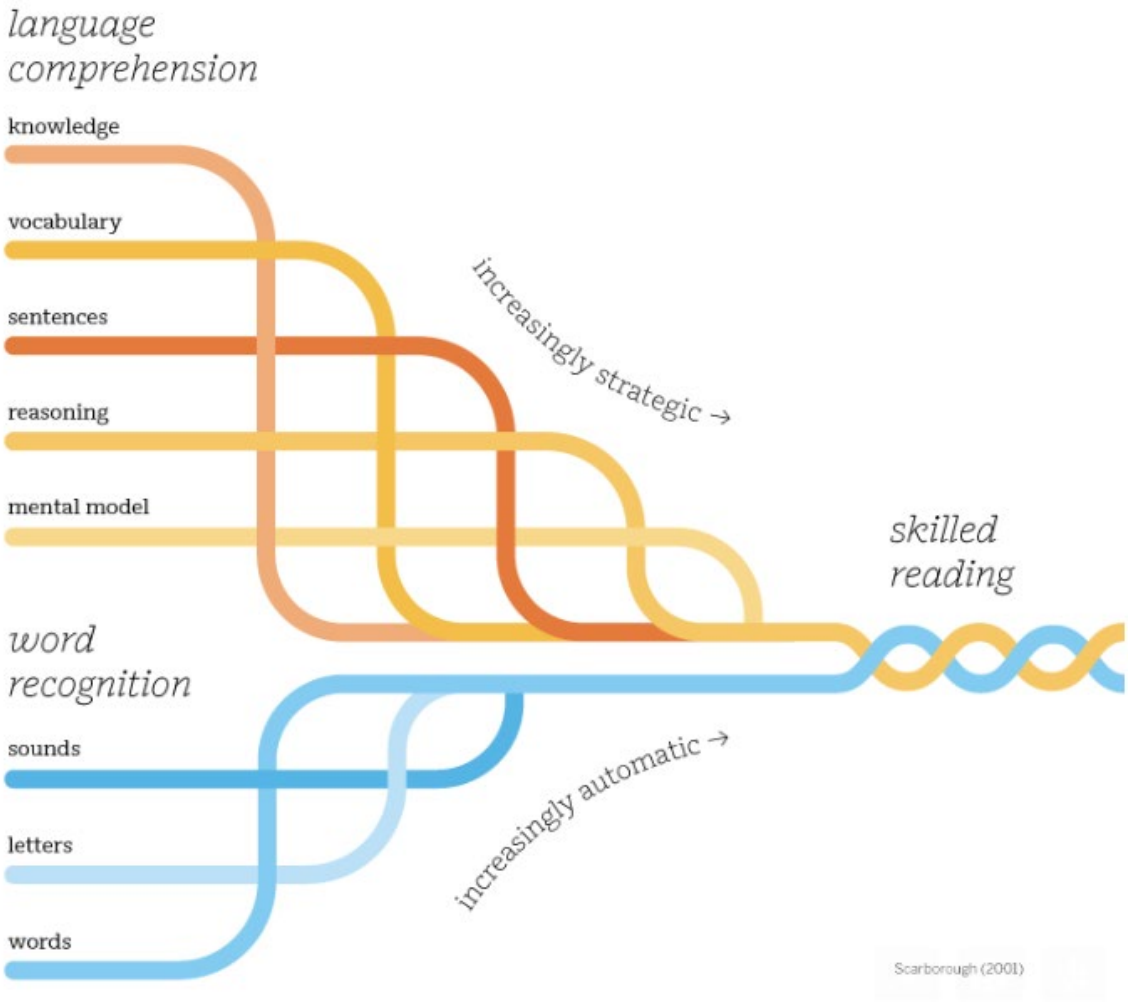
CQA I Elementary School opened with Kindergarten and 1st Grade in 2021. When comparing the two cohorts (Kindergarten started at CQA, 1st grade started at alternative sites) we see substantially larger academic and social struggles with the 1st grade cohort. While differences in mathematics gains were negligible, the differences in reading gains were substantial. The kindergarten cohort ended the year with 80% of scholars reading on grade level. The 1st grade cohort was 30 points lower at 50%. In CQA Elementary School I's second year, it doubled its size in each grade resulting in half of the 2nd grade and half of the 1st grade cohorts consisting of "new to CQA" scholars. We continue to see the trend of scholars that began their academic career at CQA have substantially smaller learning gaps than those that did not (this follows the similar trend set by CQA Middle School since 2012).

Though CQA I has been successful starting its middle school first, and subsequently adding it's elementary school, CQA II has learned from the lessons of its predecessor. CQA II will instead launch with Kindergarten and first grade. The Elmhurst community has demonstrated an enormous need for elementary school options and a strong desire for CQA (over 450 applications for 100 Kindergarten seats and over 140 applications for 50 1st grade seats). In addition, our own data echoes the national reports of decreased learning loss for children born after 2021. We are confident that an elementary school launch will provide better long term gains for our community of learners.

Curriculum Selection

The ELA curriculum across Central Queens Academy Charter Schools (CQA) incorporates the Expeditionary Learning-developed curriculum model which is aligned to the Next Generation Learning Standards. The program is built into theme-specific modules, each one with an increasing emphasis on students reading grade-level texts with appropriate scaffolds for both reading and for writing development. Then, each module is punctuated with flexible grouped novel studies.

Using the extended day and literacy time (3 hours/day), it is devised to strategically mesh *The Science of Reading* approach with the Expeditionary Learning curricular modules. This blended approach was intentionally chosen after a thorough review of curricula because together they can bridge the gap between the teaching of foundational decoding skills and building depth of comprehension.



Built into the program, is a robust and authentic assessment program that regularly provides individualized student data. The frequent authentic assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual reading growth goals.

CQA has built its math program with a conceptual, inquiry-based approach. Scholars engage in hands-on problem-solving every day while building conceptual mathematical understanding. Teachers value the process in addition to the product of scholar work. Through this approach, scholars understand the concepts behind the math while also building automaticity or fluency in math facts. Built into CQA's program is a robust and authentic assessment program that regularly provides individualized student data. As a practice, students receive small group instruction based on their math levels in accordance with the IXL diagnostic and benchmark assessments. The frequent classroom assessments allow for flexible and responsive grouping. It also increases accuracy in gauging progress towards CQA's annual math growth goals.

The elementary math curriculum is a combination of Cognitive Guided Instruction for number stories and Context for Learning for math workshop. While Cognitive Guided Instruction (CGI) is

not a curriculum, it is a framework that helps teachers to understand how children's mathematical ideas develop and provide an opportunity to build on the child's own thinking. This pairing was chosen over the Eureka math modules because the data shows that scholars struggle with number sense and numerical understanding, partially due to the COVID-19 pandemic. The pairing of CGI and Context for Learning allow for scholars to be easily engaged and master the mathematical skills needed to build a base that prepares them for the Algebra I Regents curriculum in 8th grade. Instructionally, the program allows scholars to focus on improving their conceptual understanding of math. Teachers support them working to not only get the right answer, but to be able to use and explain flexible strategies in order to arrive at the correct solution.

Assessment System

In assessing reading growth and development, CQA historically utilized the Fountas and Pinnell Benchmark Assessment System (F&P) in elementary school, and the Renaissance STAR Reading Assessment for middle school. CQA Elementary will be shifting from the use of F&P, to that of the *STEP Assessment Running Record and Comprehension Tool.* While F&P has provided information to teachers and instructional leaders on student reading levels, it has not helped guide teachers in creating comprehensive data-driven instruction that is aligned with the Science of Reading.

By utilizing this formative assessment methodology instead, we will be able to train teachers to:

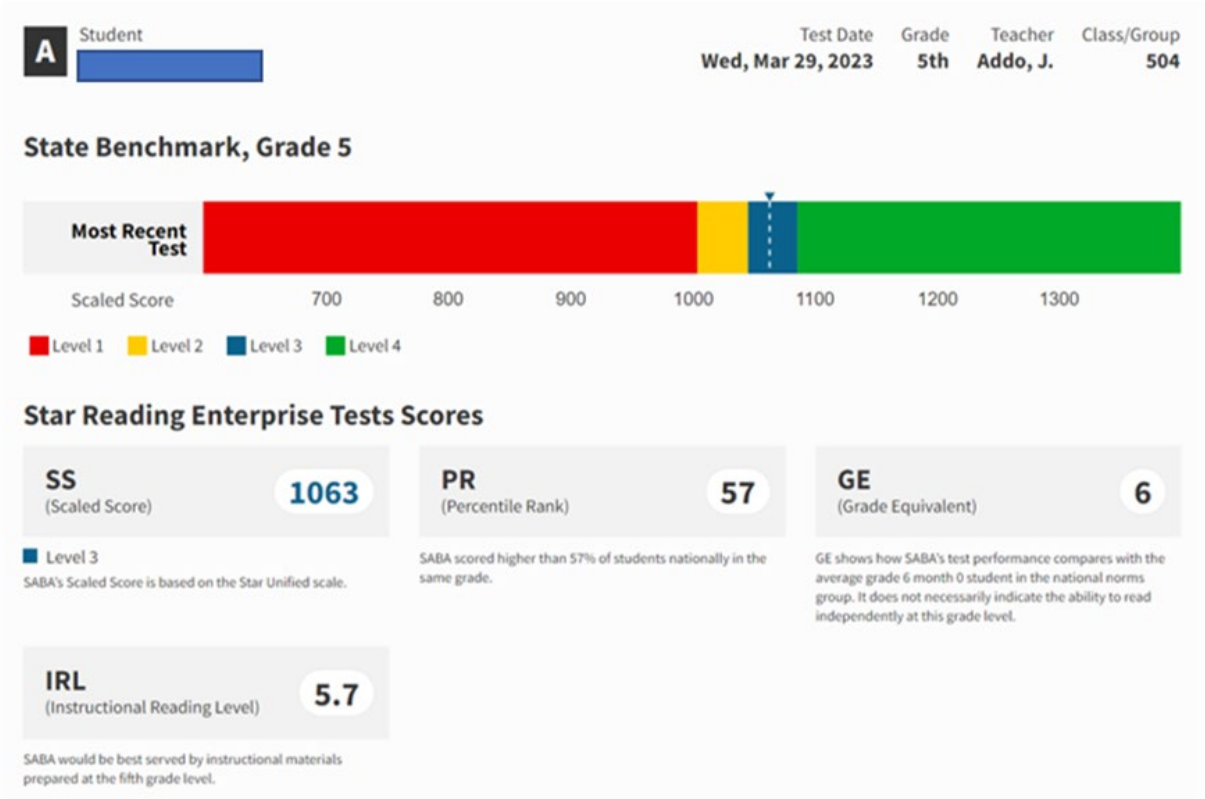
1. **Focus on specific, age-appropriate bottom lines (***See Appendix A***) such as, but not limited to:**
    a. Concepts About Print (left-to-right directionality, onset-rime, letter sound and name ID, cross-checking, etc.),
    b. Word-Solving (utilizing strategies to solve unknown words), and
    c. Endurance & Interpretation (making sense of longer text, etc.).
2. **Analyze the running record by:**
    a. Focusing on not just the accuracy and fluency rates, but also the the types of errors that are made (are the words permanently decodable or temporarily decodable), and
    b. Prioritizing the visual cues (if opting into the VMS coding system) and where the errors are occurring–BME.
3. **Analyze comprehension by (***See Appendix B***):**
    a. Asking a variety of factual, inferential, and critical thinking questions at all levels,
    b. Ensuring that inferential and critical thinking questions are answered with both schema/background knowledge *and* text evidence (one cannot be achieved without the other),
    c. Using cueing questions to garner more information from a student (What in the story makes you think that?; Why is that important?; Tell me more, etc.) so that we, as teachers, can understand what shifts in our teaching we need to make as we plan read alouds and small group instruction.
4. **Utilize an online progress monitoring tool (***See Appendix C)* **that will analyze all areas of assessment based on STEP level and track:**
    a. Trends by STEP level,
    b. Analytics over time, and
    c. Progression of skills over time.

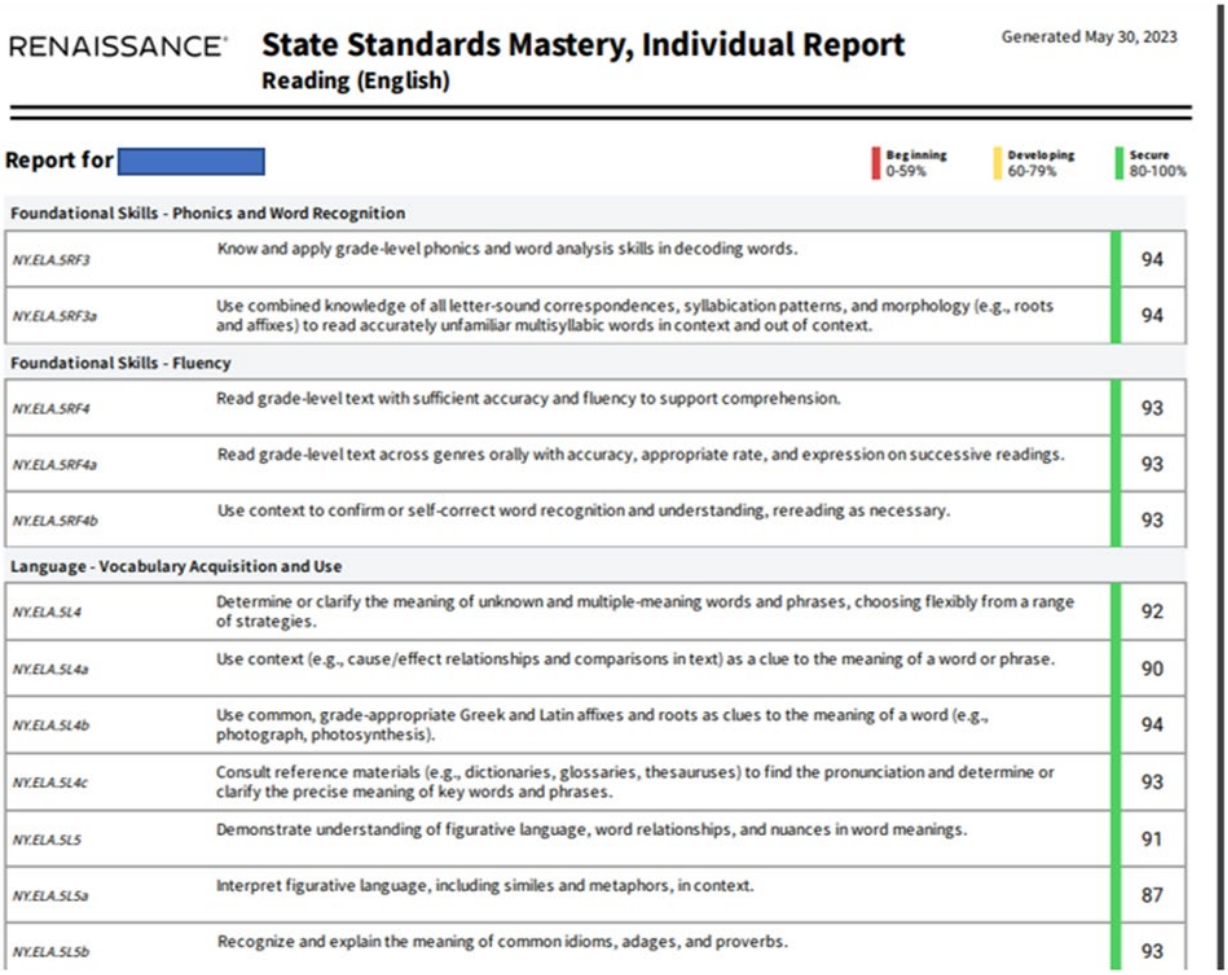
The objective of this shift in assessing reading levels at the elementary grades is to help teachers make more insightful choices for their whole group and small group planning. The questions asked will be targeted and the discourse will be more robust with the implementation of the STEP

tool. This shift will also eliminate the need for the EL Skills assessment as the STEP's "Pre-3" all include various written and oral phonological and phonemic awareness skill tests at each level, making the assessment more manageable for teachers and students. Ultimately, using the STEP system and its research-driven assessment will bridge the gap between phonological awareness and comprehension.

As scholars move to the upper grades (3-8), CQA administers the STAR Reading Enterprise Assessment four to five times annually. This assessment provides a full analysis of current

student grade-level proficiency. A holistic *GLE* (grade level equivalency) is reported as well as a standard by standard breakdown for each scholar.





RENAISSANCE

State Standards Mastery, Individual Report

Reading (English)

Generated May 30, 2023

Report for [redacted]

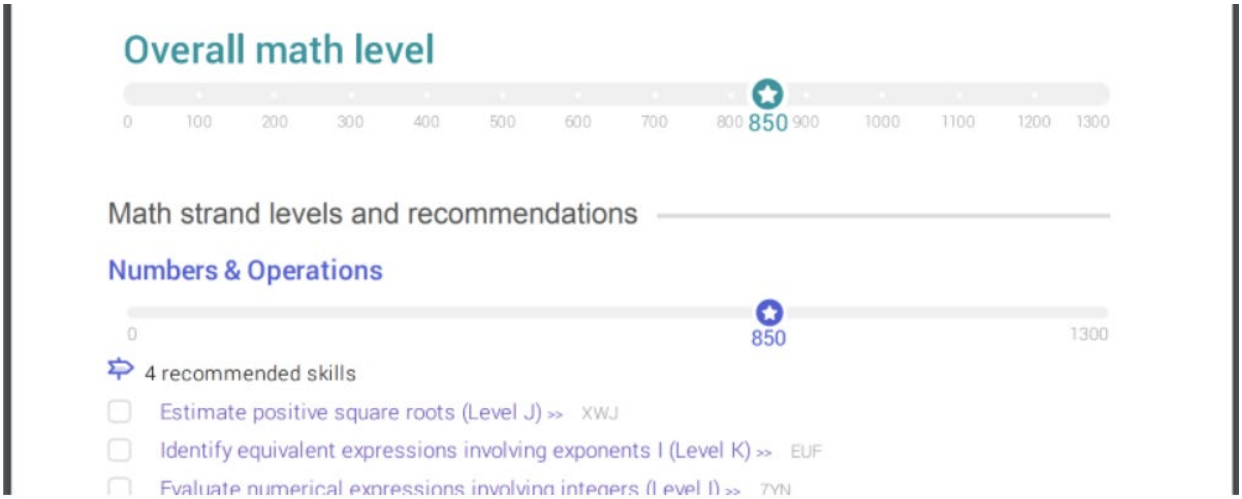
Beginning 0-59% | Developing 60-79% | Secure 80-100%

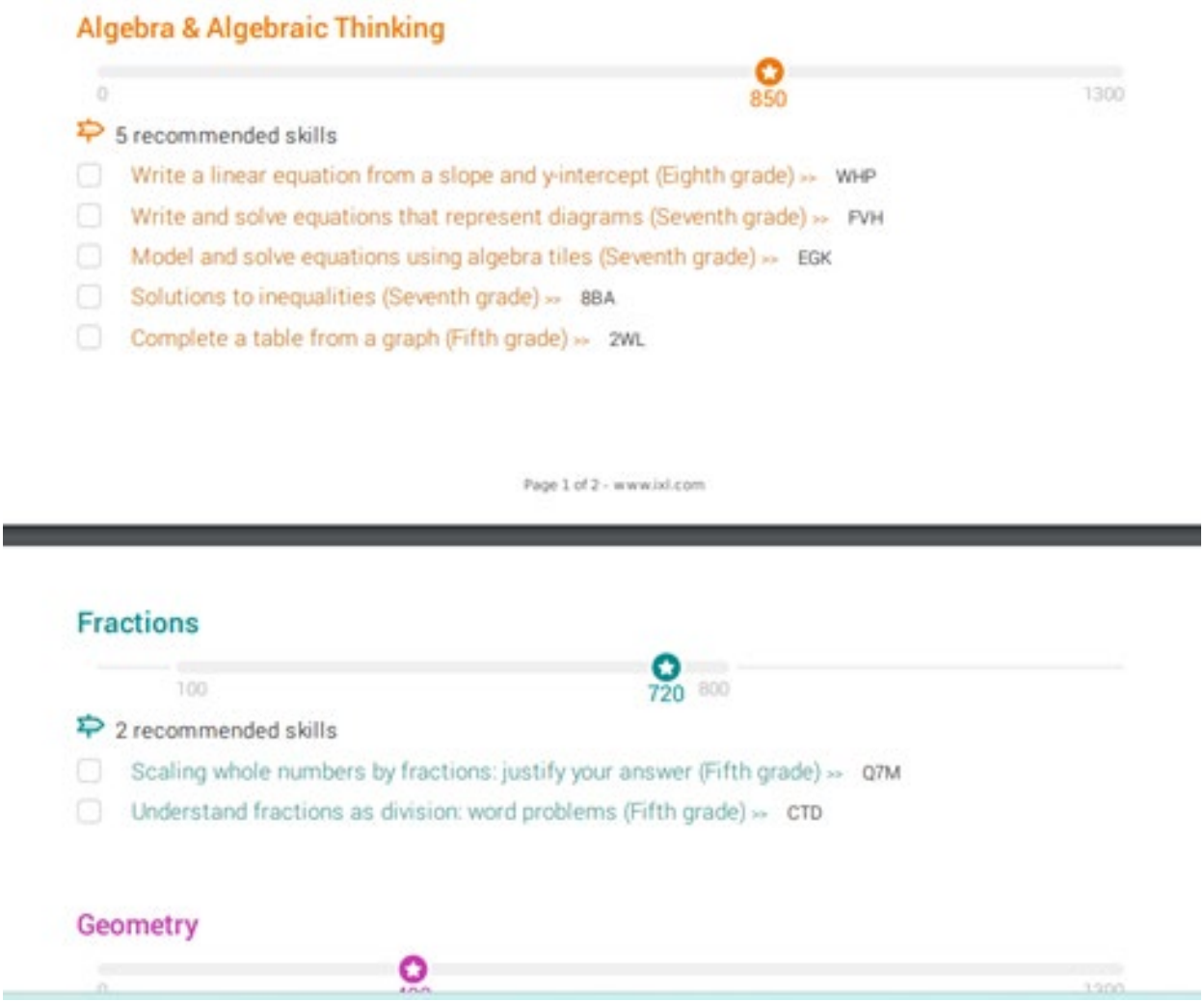
Foundational Skills - Phonics and Word Recognition		
NY.ELA.SRF3	Know and apply grade-level phonics and word analysis skills in decoding words.	94
NY.ELA.SRF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	94
Foundational Skills - Fluency		
NY.ELA.SRF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.	93
NY.ELA.SRF4a	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	93
NY.ELA.SRF4b	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	93
Language - Vocabulary Acquisition and Use		
NY.ELA.SL4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	92
NY.ELA.SL4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	90
NY.ELA.SL4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	94
NY.ELA.SL4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	93
NY.ELA.SL5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	91
NY.ELA.SL5a	Interpret figurative language, including similes and metaphors, in context.	87
NY.ELA.SL5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	93

In assessing mathematical growth and development in the elementary grades, CQA utilizes a number of different measures. In grades K and 1, we administer and track the *Counting Jar Assessment,* an independent math assessment to assess students' understanding of counting and cardinality. It is easily differentiated by putting a different number of tiles in each student's jar depending on how successful they were on the previous day. As scholars develop to higher levels of numerical concepts, they move on to the *Money Jar Assessment*. The *Money Jar Assessment* engages scholars in conversations and problem-solving activities that assess their development of the big math ideas of quantities being able to be added and subtracted to determine “how much?” Once scholars progress past the *Money Jar Assessment*, they move on to the *Array Jar Assessment* where scholars tackle the essential understandings of geographic area and the basis for simple number multiplication.

In addition to the mid-year diagnostic data delivered through the *Counting, Money, and Array Assessments*, CQA also administers the *IXL Math Diagnostic* four times a year in grades 3-8. The *IXL Math Diagnostic* is paired directly with the NYS Math Standards and provides a full analysis of current student grade-level proficiency. A holistic *GLE* (grade level equivalency) is reported as well as a standard by standard breakdown for each scholar.

The IXL Math Diagnostic is then paired with suggested teacher action plan reports and recommendations for each scholar.





Instructional Methods

CQA II will continue to invest deeply in the training and support to teachers in its key program elements that were designed specifically to help its unique student body succeed in school and life and which have become more critical now as a result of the COVID-19 pandemic and its impact on our community.

CQA Key Program Elements

Rigorous Instruction: CQA believes that if you set the bar high and show students how to get there, they will show you that they are capable of achieving those high markers and more. CQA will maintain the level of rigorous instruction needed to prepare our scholars for higher learning.

Mental Health and Social and Emotional Learning (SEL): CQA has always understood that students need more than academic rigor in order to succeed; they need fundamental skills to manage themselves, their emotions, their relationships, and their work, effectively and ethically. We believe that whole child development is necessary for academic and personal success, particularly for our larger percentage of recently immigrated and at-risk scholars. The past years

have been so difficult for scholars, families and staff. The pairing of the stress of COVID-19 with the racial injustices our community continues to face perpetuates deep trauma for so many. CQA will continue to prioritize time in the day for SEL and counseling support. In the elementary grades, these SEL supports are incorporated into daily lessons while its middle school grades designate portions of the week to focus on the specific learnings thematically planned by its social and emotional wellness department.

Small Group Instruction: We will continue to collect and use real-time data to understand exactly where each scholar is in their learning. Armed with that data, teachers will pull more small groups to address specific hurdles within the context of the learning, thereby targeting the individual needs of their scholars.

Academic Remediation: We have always spent much of our instructional time focused on academic remediation. The ripple effect of COVID-19continues to present an adverse impact on scholars' academic success for years to come if we don't prioritize remediation for learning loss. All CQA schools will continue to increase its summer school participation, effectively utilize its extended day programming to increase focused learning time, and add blocks of individualized skill development practice.

Literacy: CQA believes that literacy cannot be taught in small 45-60 minute spurts, but needs to be reinforced in every class to build on the blocks of understanding. We understand that bridging the literacy gap is a primary lever to transformational change for our scholars and families. In addition to extended learning time, CQA is tenacious about maximizing our time and attention to bridge that gap. We will continue to provide increased English language instruction each day, literacy intervention courses,book clubs, skill-based tutoring, DEAR blocks, and as much small group instruction as we can.

Instructional Leadership Systems

Because continual professional development of all staff is one of our 10 key strategies, the instructional leadership team (ILT) at CQA is deep and wide. The elementary program and the middle school program operate as two separate schools making each community feel closer with a much smaller teacher and scholar to instructional leader ratio. Each ILT includes professionals with deep expertise in particular and disparate pedagogy. Each of those individuals is then provided the opportunity to drive the direction of their department under the leadership of a building principal. CQA's commitment to the social and emotional wellness of its community is demonstrated in its additional inclusion of a social worker/guidance counselor on each ILT. Each school leadership team is guided by the vision of the CQA School Director and Executive Director. Pedagogical expertise on the teams include but are not limited to…

- Elementary mathematics
- The Science of Reading for early-age scholars
- English Language instruction
- Social and emotional wellness
- Middle school mathematics
- Middle school science
- The Science of Reading for middle-age scholars
- Special Education
- Academic Intervention Services

Each ILT member not only drives the direction of their department, but also coaches their set of teachers. Teachers at CQA receive regular coaching support and feedback either weekly or bi-

weekly. The coaching is paired with small goals and prescriptive action steps to promote growth and development. Each quarter, every team member receives a formal evaluation.

In 2023, CQA will launch its newly differentiated approach to teacher development. In years prior, professional development sessions were administered school-wide. In 2023, CQA will be shifting its professional development program to small-group year-long series that aligns with individual teacher development plans.

At-Risk Learners

Each of the curricula chosen, elementary school or middle school, have built-in supports specifically for struggling learners. Elmhurst, one of the most diverse zip codes in the US, is home to a particularly high population of English Language Learners. We understand that basic antiquated math drilling and long lists of word problems does not move the needle on growing the conceptual understanding of mathematics for diverse populations of learners. *Contexts for Learning,* instead builds units that foster depth of understanding within the contexts of children's lives. Then, in the *CGI* portion of the day, scholars work together to practice real-life problem solving. The structure builds on learners' intuitive problem solving instincts to attack the rigorous math concepts. The *EL Education* curriculum used for ELA, builds on scholars' home language understandings and helps ELLs to develop age-appropriate concepts and understandings with the help of system cultural and linguistic supports.

Because we understand the immense impact that the vocabulary divide has on communities of diverse populations, we lean-in to the importance of a focus on vocabulary acquisition. The EL Education curriculum is designed to support this focus.

> *Researchers agree that a vocabulary deficiency is one of the primary causes of the achievement gap. It seems obvious that students who know more words are better able to comprehend texts and disciplinary content, yet most schools do not have a systematic focus on teaching vocabulary (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, appendix A, p. 32). The best vocabulary learning is contextualized—students learn related sets of words from reading, listening, talking, and writing about topics and concepts. The more vocabulary a student is exposed to during learning, the more likely it is for that student to become a better reader. Conversely, the better a student is at reading, the more likely it is for him or her to learn vocabulary.*
>
> - Excerpt from *Transformational Literacy*

Additionally, CQA II will continue the role-out and integration of the *SIOP (Sheltered Instruction Observation Protocol)* model- a research-based method to support ELLs.

> *The SIOP definition is similar to other sheltered instructional techniques, but it does not typically take place in a separate classroom from native speakers. Instead, it formulates a teaching strategy that emphasizes lesson content while simultaneously delivering that content using English that is at an appropriate level for all students.*
>
> - Sasha Blakeley, Amanda Wiesner-Groff, Lesley Chapel

The model, a new approach for most incoming staff, is difficult to master and will be rolled out incrementally. Built on eight components, CQA II will spend the first two years developing the first three components and add a component each successive year. The components are…

- Lesson Preparation
- Interaction
- Building Background
- Practice and Application
- Comprehensible Input
- Lesson Delivery
- Strategies
- Review and Assessment

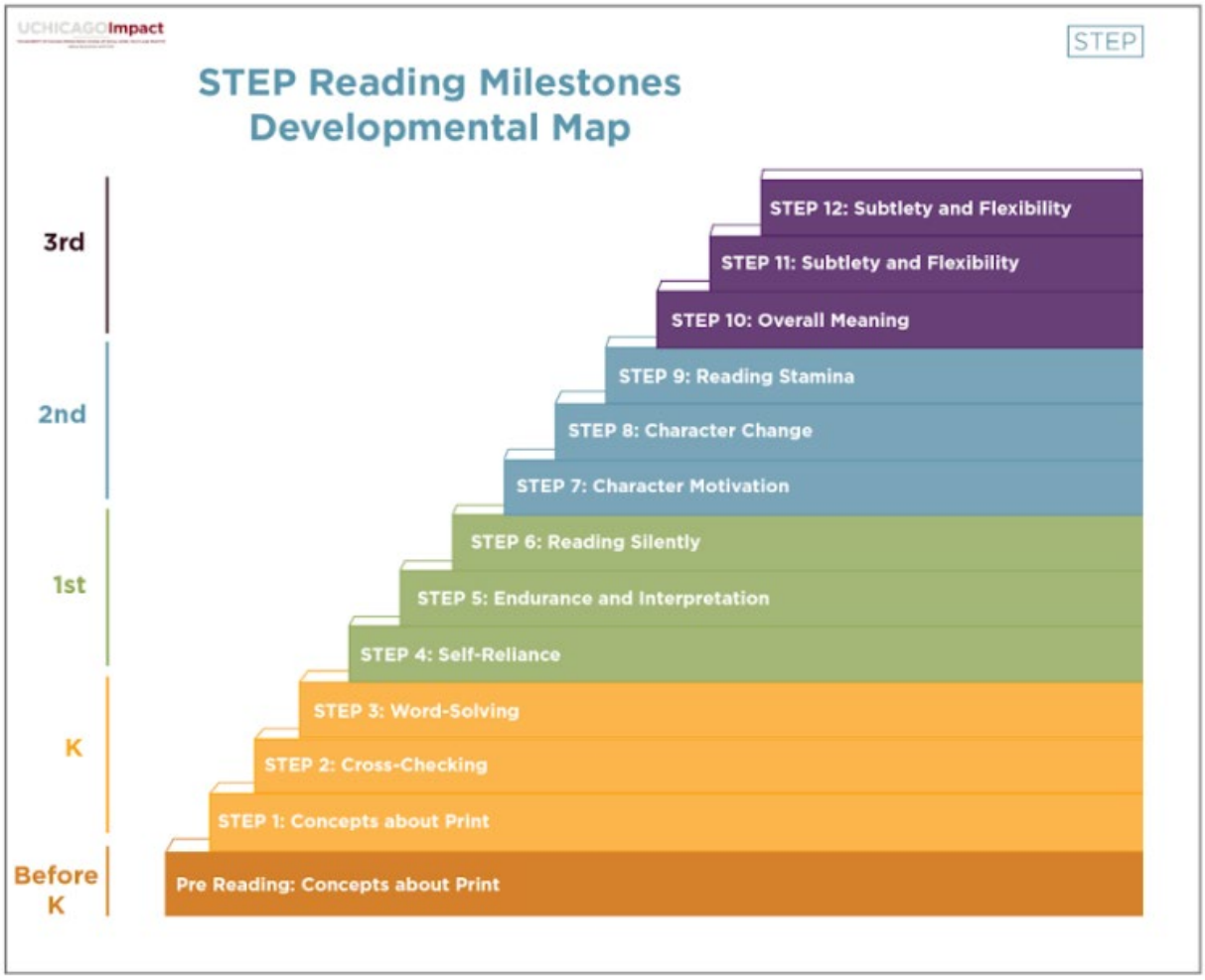
Though all published curricula state that they have supports for students with special needs, CQA deeply believes that no set of curricula alone is sufficient. We have built a strong intervention team consisting of our special education teachers, english language learner teachers, and AIS teachers. Together that intervention team has designed a program that incorporates in-class small group instruction as well as daily blocks of differentiated skills learning. For scholars with IEP's, the team utilizes the *GOALBOOK* program to support teachers' designs and plans for specialized learning goals that are flexibly built to respond to differences in learning. The program helps teachers identify specific learning barriers for scholars and provides them research-based strategies to attack those barriers. Over time, the special education team uses these resources and builds their own library of differentiated practice disaggregated by learning needs.

Each of these programmatic pillars provides us with ongoing data on scholar growth and understanding. The AIS teams, together with the instructional leadership teams, keep continual tabs on the learning data to identify scholars with needed extra supports. The teams analyze the data from the grade level's tier I supports, and determine which scholars need to be added to the Tier II daily intervention groups. After consultation with family members, those Tier II interventions are paced out in 6-week cycles and designed to attack a specific learning need. The six-week cycle includes pre, mid, and end of cycle assessments to monitor progress. When necessary, scholars may be included in multiple rounds of Tier II intervention. Those showing positive gains from the intervention are then continually monitored in the Tier I system to differentiate between short-term and long-term success. The cycle is continual.

Reference Data

Appendix A–STEP Bottom Lines

Level	Orginal	Updated Bottom Line
STEP 2	**Cross-Checking**: Using both pictures and letter sounds to solve unknown words)	**Cross-Checking**: Use both initial letter names and sounds to solve unknown words, after that- check the picture to verify- if needed.
STEP 3	**Word-Solving**: What do I do when I get to an unknown word?	**Word-Solving**: What strategies can I learn to help me with unknown words?
STEP 4	**Self-Reliance**: What can I do to help myself?	**Self-Reliance**: What strategies can I select from and apply to help solve unknown words when I'm reading?
STEP 5	**Endurance and Interpretation**	**Endurance and Interpretation**: How can I make sense of the story while reading longer texts with more advanced word solving?

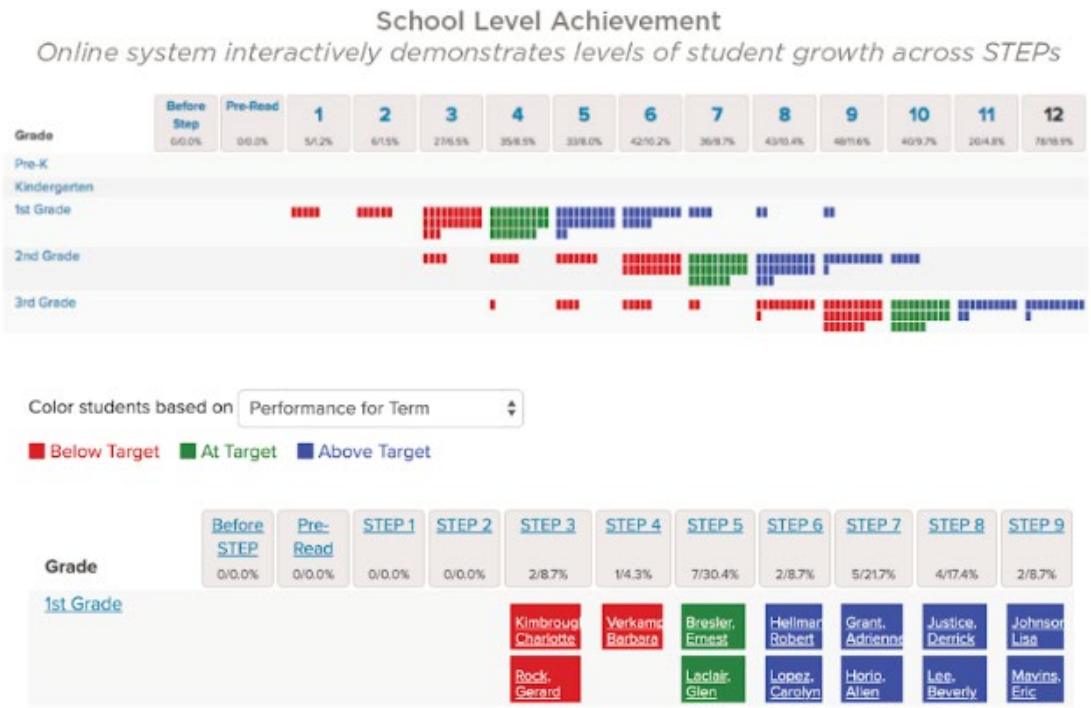

UCHICAGOImpact
STEP
STEP Reading Milestones
Developmental Map
3rd
2nd
1st
K
Before K
STEP 12: Subtlety and Flexibility
STEP 11: Subtlety and Flexibility
STEP 10: Overall Meaning
STEP 9: Reading Stamina
STEP 8: Character Change
STEP 7: Character Motivation
STEP 6: Reading Silently
STEP 5: Endurance and Interpretation
STEP 4: Self-Reliance
STEP 3: Word-Solving
STEP 2: Cross-Checking
STEP 1: Concepts about Print
Pre Reading: Concepts about Print

Appendix B–Comprehension Analysis & Definitions

Schema	Background Knowledge
A theory that describes an interpretation of how the brain structures knowledge. It is essentially your brain's "filing cabinet" of knowledge.	A term used to encompass all the different types of experiences, contexts, perspectives, and understandings that students bring to the act of reading.
In a nutshell, your brain's "schemata filing cabinet" is filled with background knowledge that students need to access while reading and thinking.	

STEP Question Type	Construct & Stabilize Definition	Notes
Factual/ Literal Thinking	Requires readers to use specific information stated or shown/ illustrated explicitly in the text	Responses must be accurate based on what is stated in the text. At early developmental levels (through STEP 5), responses may also be based on what is available in the pictures.
Inferential Thinking	Requires readers to attend to facts from one place in the text, and then leverage their background knowledge to assert an interpretation otherwise unstated in the text	This is often related to aspects of a person or character's: • feelings • motivation and/or • perspective
Critical Thinking	Requires readers to add up multiple inferences from various points or chapters across the text, and then leverage their background knowledge to assert an interpretation unstated in the text.	This is often related to a person or character's: • ability / motivation to change (or not) • perspective • traits • big ideas of the text

Appendix C


School Level Achievement
Online system interactively demonstrates levels of student growth across STEPs
Grade
Before Step
Pre-Read
1
2
3
4
5
6
7
8
9
10
11
12
Pre-K
Kindergarten
1st Grade
2nd Grade
3rd Grade
Color students based on
Performance for Term
Below Target
At Target
Above Target
Grade
Before STEP
Pre-Read
STEP 1
STEP 2
STEP 3
STEP 4
STEP 5
STEP 6
STEP 7
STEP 8
STEP 9
0/0.0%
0/0.0%
0/0.0%
0/0.0%
2/8.7%
1/4.3%
7/30.4%
2/8.7%
5/21.7%
4/17.4%
2/8.7%
1st Grade
Kimbrough, Charlotte
Verkamp, Barbara
Bresler, Ernest
Hellman, Robert
Grant, Adrienne
Justice, Derrick
Johnson, Lisa
Rock, Gerard
Laclair, Glen
Lopez, Carolyn
Horio, Allen
Lee, Beverly
Mavins, Eric

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

CQA

CENTRAL QUEENS ACADEMY

CHARTER SCHOOL

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2020

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New York, New York 10016
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CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditor's Report

To the Board of Directors of
Central Queens Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Central Queens Academy Charter School as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2019 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 17, 2019. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2020 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to solely describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Schall & Ashenfarb
Certified Public Accountants, LLC

October 15, 2020

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2020
(With comparative totals at June 30, 2019)

	6/30/20	6/30/19
Assets		
Cash and cash equivalents	$8,313,986	$6,043,563
Government grants receivable - per pupil (Note 3)	32,643	0
Government grants receivable - other	363,054	304,534
Other receivables	3,041	0
Prepaid expenses	152,752	43,708
Pledges receivable, net (Note 4)	467,941	1,131,725
Restricted cash (Note 5)	79,151	78,118
Security deposit	1,121,060	1,121,060
Fixed assets, net (Note 6)	397,275	280,804
	$10,930,903	$9,003,512
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$1,100,966	$988,337
Government grant advances - per pupil	10,576	10,576
Deferred rent	37,573	0
Paycheck Protection Program loan (Note 7)	1,024,182	0
Total liabilities	2,173,297	998,913
Net assets:		
Without donor restrictions	8,451,864	7,598,233
With donor restrictions (Note 8)	305,742	406,366
Total net assets	8,757,606	8,004,599
Total liabilities and net assets	$10,930,903	$9,003,512

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020
(With comparative totals for the year ended June 30, 2019)

	Without Donor Restrictions	With Donor Restrictions	Total 6/30/20	Total 6/30/19
Public support and revenue:				
Public school district: (Note 2c)				
Revenue - resident student enrollment	$6,533,483		$6,533,483	$6,330,975
Revenue - students with disabilities	558,653		558,653	652,341
Subtotal public school district	7,092,136	0	7,092,136	6,983,316
Government grants:				
Federal	371,483		371,483	361,137
State	79,157		79,157	230,634
New York City rental assistance (Note 3)	672,662		672,662	548,317
Subtotal government grants	1,123,302	0	1,123,302	1,140,088
Contributions	113,823	52,000	165,823	1,381,316
Special event (net of expenses with a direct benefit to donors) (Note 9)			0	121,951
Donated services	205,249		205,249	217,480
Interest income	89,095		89,095	96,863
Other income	577		577	12,941
Released from restriction	152,624	(152,624)	0	0
Total public support and revenue	8,776,806	(100,624)	8,676,182	9,953,955
Expenses:				
Program services:				
Regular education	5,252,434		5,252,434	5,122,696
Special education	930,459		930,459	797,356
Total program services	6,182,893	0	6,182,893	5,920,052
Supporting services:				
Management and general	1,425,356		1,425,356	841,512
Fundraising	314,926		314,926	290,116
Total supporting services	1,740,282	0	1,740,282	1,131,628
Total expenses	7,923,175	0	7,923,175	7,051,680
Change in net assets	853,631	(100,624)	753,007	2,902,275
Net assets - beginning of year	7,598,233	406,366	8,004,599	5,102,324
Net assets - ending of year	$8,451,864	$305,742	$8,757,606	$8,004,599

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020
(With comparative totals for the year ended June 30, 2019)

	Program Services			Supporting Services				
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total Expenses 6/30/20	Total Expenses 6/30/19
Salaries:								
Administrative staff personnel	$722,344	$151,423	$873,767	$364,611	$108,985	$473,596	$1,347,363	$1,399,983
Instructional personnel	2,223,058	397,350	2,620,408			0	2,620,408	2,487,849
Non-instructional personnel	186,932	49,764	236,696	51,272	122,100	173,372	410,068	264,560
Additional compensation	124,158	21,007	145,165	15,516	4,940	20,456	165,621	168,559
Total salaries	3,256,492	619,544	3,876,036	431,399	236,025	667,424	4,543,460	4,320,951
Employee benefits and payroll taxes	595,115	100,695	695,810	74,372	23,676	98,048	793,858	797,065
Total personnel costs	3,851,607	720,239	4,571,846	505,771	259,701	765,472	5,337,318	5,118,016
Professional fees	159,759	10,915	170,674	55,361	2,566	57,927	228,601	127,247
In-kind professional fees			0	205,249		205,249	205,249	217,480
Occupancy	924,762	156,472	1,081,234	115,568	36,791	152,359	1,233,593	1,082,929
Repairs and maintenance	16,608	2,810	19,418	2,076	661	2,737	22,155	21,238
Insurance	45,942	7,774	53,716	5,741	1,828	7,569	61,285	59,558
Utilities	20,088	3,399	23,487	2,510	800	3,310	26,797	27,354
Curriculum and classroom expenses	15,644		15,644			0	15,644	45,442
Classroom supplies and materials	35,304		35,304			0	35,304	51,570
Equipment	28,128	4,760	32,888	3,515	1,119	4,634	37,522	34,473
Professional development	15,605	574	16,179	915	135	1,050	17,229	19,378
Student and staff recruitment	23,331	3,947	27,278	2,916	6,724	9,640	36,918	22,818
Events and meetings			0			0	0	102,399
Information technology	39,859	6,744	46,603	4,981	1,586	6,567	53,170	42,009
Office expenses	18,922	3,201	22,123	2,365	753	3,118	25,241	28,760
Communications	17,220	2,914	20,134	2,152	685	2,837	22,971	24,217
Miscellaneous	4,450	753	5,203	1,836	177	2,013	7,216	14,410
Depreciation	35,205	5,957	41,162	4,400	1,400	5,800	46,962	85,125
Bad debt expense			0	510,000		510,000	510,000	0
Total expenses	5,252,434	930,459	6,182,893	1,425,356	314,926	1,740,282	7,923,175	7,124,423
Less: direct special event expenses netted with revenue			0			0	0	(72,743)
Total expenses for statement of activities	$5,252,434	$930,459	$6,182,893	$1,425,356	$314,926	$1,740,282	$7,923,175	$7,051,680

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2020
(With comparative totals for the year ended June 30, 2019)

	6/30/20	6/30/19 *
Cash flows from operating activities:		
Change in net assets	$753,007	$2,902,275
Adjustments to reconcile change in net assets to net cash flows provided by operating activities:		
Depreciation	46,962	85,125
Allowance for doubtful accounts	510,000	0
Changes in assets and liabilities:		
Government grants receivable - per pupil	(32,643)	11,429
Government grants receivable - other	(58,520)	(1,768)
Other receivables	(3,041)	0
Prepaid expenses	(109,044)	60,544
Pledges receivable	153,784	(836,984)
Security deposit	0	(1,008,880)
Accounts payable and accrued expenses	112,629	54,449
Government grant advances - per pupil	0	3,317
Conditional contribution	0	(280,000)
Deferred rent	37,573	(25,711)
Paycheck Protection Program loan (Note 7)	1,024,182	0
Total adjustments	1,681,882	(1,938,479)
Net cash flows provided by operating activities	2,434,889	963,796
Cash flows from investing activities:		
Purchases of fixed assets	(163,433)	(189,928)
Net cash flows used for investing activities	(163,433)	(189,928)
Net increase in cash and cash equivalents	2,271,456	773,868
Cash, cash equivalents and restricted cash - beginning of year	6,121,681	5,347,813
Cash, cash equivalents and restricted cash - ending of year	$8,393,137	$6,121,681
Supplemental disclosures:		
Reconciliation of cash and restricted cash to the statement of financial position:		
Cash and cash equivalents	$8,313,986	$6,043,563
Restricted cash	79,151	78,118
Total	$8,393,137	$6,121,681

* Restated for comparative purposes

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

Note 1 - Organization and Nature of Activities

Central Queens Academy Charter School (the "School"), located in Queens, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The charter was authorized by SUNY Charter Schools Institute. The School was founded by a team of educators, parents, and youth advocates in partnership with APEX, a youth development organization with almost 20 years of experience working with Asian immigrant youth in New York.

The School's academic program is designed to meet the needs of a highly diverse student body. The School has grounded this program in its core values and will implement its mission using research-based methods that have worked in other schools. Its curriculum is aligned with the Common Core State Standards and the New York State Standards and has been designed to make sure that students learn what they need to know in a rigorous and fun environment.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Accounting

The financial statements of the School have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

Effective, July 1, 2019 the School adopted the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2014-09, *Revenue from Contracts with Customers* and all subsequent amendments to the ASU (collectively, "Topic 606"). This provides the framework for recognizing revenue by highlighting the identification of performance obligations of a contract, determining the price, and then allocating the price to each of the performance obligations so that revenue is recognized as each of those performance obligations are satisfied.

Also, effective July 1, 2019, the School adopted ("ASU") No. 2018-08 *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made* ("Topic 605"). Key provisions of this guidance include clarification regarding the accounting for grants and contracts as exchange transactions or contributions, and improved guidance for conditional versus unconditional contributions. In accordance with this new standard, the School evaluates whether a transfer of assets is an exchange transaction in which a resource provider is receiving a commensurate value in return for the transfer of resources or whether it is non-reciprocal. If the transaction is determined to be an exchange transaction, the School applies guidance under Topic

606. If the transaction is determined to be non-reciprocal, it is treated as a contribution under Topic 605.

The School evaluates whether contributions are conditional or unconditional. Contributions are considered to be conditional when both a barrier must be overcome for the School to be entitled to the revenue and a right of return of the asset or right of release from the obligation exists.

Analysis of the various provisions of both of these standards resulted in no significant changes in the way the School recognizes revenue.

b. Basis of Presentation

Not-for-profit organizations report information regarding its financial position and activities according to specific classes of net assets as follows:

- *Net Assets Without Donor Restrictions* – accounts for activity without donor-imposed restrictions.

- *Net Assets With Donor Restrictions* – relates to activity based on specific donor restrictions that are expected to be satisfied by the passage of time or performance of activities.

c. Revenue Recognition

Contributions are reported as an increase in net assets without donor restrictions, unless they contain a restriction by the donor for a specific program or time period, in which case they are reported in the net asset class with donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends, or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. However, if a restriction is satisfied in the period the contribution has been made, it is recorded as net assets without donor restrictions.

Unconditional promises to give are recorded at net realizable value if expected to be received in one year or at fair value using a risk-adjusted discount rate if expected to be received after one year if material. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Conditional promises to give that have not been recognized amounted to $821,538 at June 30, 2020 and 2019 and are contingent upon the School meeting certain fundraising milestones.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under Topic 605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved as well as other conditions under the agreements are met. Payments received in advance of conditions being met are recorded as deferred revenue.

Management assesses the collectability of all outstanding receivables based upon historical trends, experience with donors and grantors and the uncertain economic

impact of the pandemic. Based on this review, management has established an allowance for uncollectable pledges receivable of approximately $510,000 for the year ended June 30, 2020. There was no reserve for the year ended June 30, 2019. At June 30, 2020 and 2019, all government grants receivable are expected to be collected within one year.

d. Cash and Cash Equivalents
The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents. This excludes cash held in escrow.

e. Concentration of Credit
Financial instruments, which potentially subject the School to concentration of credit risk, consist of cash and money market accounts, which have been placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, management feels they have little risk and the School has not experienced any losses from the default of any financial institution.

f. Capitalization Policy
Computer hardware, furniture, leasehold improvements, and equipment are stated at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $2,000 that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which generally are between 3 and 5 years.

g. Deferred Rent
Rent expense is recorded on the straight-line basis over the life of the lease. Rent expense recognized in excess of cash payments is reflected as deferred rent. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero at the end of the lease term.

h. Donated Services
Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased, if not provided in-kind.

The School received in-kind professional legal services that were valued at $205,249 and $217,480 for the years ended June 30, 2020 and June 30, 2019, respectively.

The School pays for most other services requiring specific expertise. Board members and other individuals volunteer their time and support its mission and accomplish its programmatic goals. These services do not meet the criteria for recognition as outlined above and have not been recorded in the financial statements.

i. Functional Allocation of Expenses
The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Such allocations are determined by management on an equitable basis.

The following expenses were allocated using the full time equivalent of staff allocation as the basis:

- Salaries
- Employee benefits and payroll taxes
- Occupancy
- Repairs and maintenance
- Insurance
- Utilities
- Equipment
- Student and staff recruitment efforts
- Information technology
- Office expenses
- Communications
- Depreciation

All other expenses have been charged directly to the applicable program or supporting services.

j. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

k. Comparative Financial Information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2019, from which the summarized information was derived.

l. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2017 and later are subject to examination by applicable taxing authorities.

m. New Accounting Pronouncement
FASB issued ("ASU") No. 2016-02, *Leases*. The ASU, which becomes effective for the June 30, 2023 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

FASB issued ("ASU") No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets,* which becomes effective for the June 30, 2022 year with early adoption permitted. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line item presentation on the statement of activities and additional disclosures.

The School is in the process of evaluating the impact these standards will have on future financial statements.

Note 3 - Grants Receivable/Deferred Revenue

Grants receivable and advances payable on the contract with NYCDOE can be summarized as follows:

	6/30/20	6/30/19
Per pupil funding:		
Beginning grant receivable	$0	$11,429
Recognition of PY balances	0	(11,429)
Funding based on allowable FTE's	7,092,136	6,983,316
Advances received	(7,059,493)	(6,983,316)
Ending receivable – per pupil	$32,643	$0

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the per pupil amount or actual lease costs. During the year ended June 30, 2020, the School recognized revenue of $672,662 as a subsidy for payments made to St. John's Evangelical Lutheran Church in the amount of $23,747 under the original lease agreement and $648,915 to Friends of Central Queens Academy Charter School (FCQACS), a related party, under sublease agreement referred to in note 11.

Note 4 - Pledges Receivable

Pledges receivable are due in the following years:

Year ending:	June 30, 2021	$929,941
	June 30, 2022	50,000
Total		979,941
Less allowance for doubtful accounts		(510,000)
Less discount on receivables (2%)		(2,000)
Total pledges receivable		$467,941

Note 5 - Restricted Cash

An escrow account has been established to meet the requirement of the New York City Department of Education ("NYCDOE"). The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 6 - Fixed Assets

Fixed assets can be summarized as follows:

	6/30/20	6/30/19
Leasehold improvements – (*life of lease*)	$866,740	$863,686
Construction in progress	337,708	199,986
Furniture and equipment (*3-5 years*)	523,247	500,590
	1,727,695	1,564,262
Less: accumulated depreciation	(1,330,420)	(1,283,458)
Total fixed assets - net	$397,275	$280,804

Note 7 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the SBA through the Paycheck Protection Program. Terms of the loan indicate that if certain conditions are met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that are greater than pre-determined historical periods, that the loan, or a portion thereof, will be forgiven. Portions that are not forgiven will be payable over a five-year period, with a six-month deferral of payments and interest will accrue at 1%. The loan forgiveness amount has not been determined as of the date of these financial statements.

The School expects to recognize revenue from this loan consistent with ASU 2018-08, as it is considered to have traits similar to a conditional contribution; however, will continue to review whether any new accounting pronouncements may be issued that will provide more definitive guidance.

Note 8 - Net Assets with Donor Restrictions

Net assets with donor restrictions are summarized as follows:

	June 30, 2020			
	Balance 7/1/19	Contributions	Released from Restrictions	Balance 6/30/20
Programs:				
Strategic plan development	$2,404	$0	($2,404)	$0
Technology	0	20,000	0	20,000
COVID-19 emergency relief	0	30,000	(220)	29,780
Capital/growth	155,962	0	0	155,962
Time restrictions	248,000	2,000	(150,000)	100,000
Total	$406,366	$52,000	($152,624)	$305,742

	June 30, 2019			
	Balance 7/1/18	Contributions	Released from Restrictions	Balance 6/30/19
Programs:				
Technology	$2,600	$0	($2,600)	$0
Strategic plan development	2,404	0	0	2,404
Capital/growth	0	155,962	0	155,962
Time restrictions	198,000	148,000	(98,000)	248,000
Total	$203,004	$303,962	($100,600)	$406,366

Note 9 - Special Events

Special events are summarized as follows for the year ended June 30, 2019:

Gross revenue	$194,694
Less: expenses with a direct benefit to donors	(72,743)
	121,951
Less: other event expenses	(29,656)
Total	$92,295

There was no special event held during the year ended June 30, 2020.

Note 10 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 92% and 78% of the School's total public support and revenue was from NYCDOE for the years ended June 30, 2020 and 2019, respectively.

Reductions in funding from the NYCDOE as a result of the economic impact of the pandemic, as discussed in Note 16, cannot be estimated, as of the date of these financial statements, and could significantly impact the School's results of operations.

Note 11 – Related Party Transactions

On July 17, 2019, the School assigned their lease with St. John's Evangelical Lutheran Church to FCQACS, a related organization described in Note 3. The School entered into a sublease agreement with FCQACS for the space on July 22, 2019. The sublease includes base rent of $648,915 inclusive of maintenance of $11,616.

Note 12 - Commitments and Contingencies

Government Grants

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

Lease Commitments

On January 18, 2012, the School entered into an operating lease for classroom space and administrative offices that was originally set to expire on July 15, 2015, however, subsequent amendments extended the term to July 15, 2022.

The School entered into a second operating lease for additional classroom and administrative space with a related organization as outlined in Note 11. This lease has been renewed through July 15, 2022.

Future minimum lease payments under the terms of the leases above are as follows:

Year ending:	June 30, 2021	$1,115,324
	June 30, 2022	1,155,588
	June 30, 2023	48,220
Total		$2,319,132

In addition, on February 26, 2019, CQA entered into a third lease agreement for classroom and administrative space. The lease commences once construction at the space has been completed by the landlord and will terminate after 49 years. Under the terms of the lease, if substantial completion of the construction on the space has not occurred on or before June 1, 2023, CQA has the right to terminate the agreement with thirty days' notice.

Future minimum lease payments total $35,102,533 for the first 32 years at which point the rent will be recalculated at the higher of 95% of the fair market value of rent for similar space or the annual fixed rent for the prior year.

Note 13 - Employee Benefits

The School has a tax deferred annuity plan under IRS section 401(k) for all employees. Under the plan, employees may opt to defer a portion of their gross pay, having that portion of pay be invested in accordance with applicable federal and state guidelines governing deferred compensation programs. The School contributed $70,587 and $70,311 to the plan during the years ended June 30, 2020 and 2019, respectively.

Note 14 - Liquidity and Availability of Financial Resources

CQA maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, CQA operates its programs within a board approved budget and relies on grants, contributions, and earned income to fund its operations and program activities.

The following reflects CQA's financial assets at June 30, 2020 that are available to meet cash needs for general expenditures within one year:

Cash and cash equivalents	$8,313,986	
Government grants receivable - per pupil	32,643	
Government grants receivable - other	363,054	
Pledges receivable - net due within 1 year	419,941	
Total financial assets		$9,129,624
Less amounts not available to be used within one year:		
Contributions restricted – purpose restrictions		(205,742)
Financial assets available to meet cash needs for general expenditures within one year		$8,923,882

Note 15 - Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 15, 2020, the date the financial statements were available to be issued. All events that have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements have been made.

Note 16 - Other Matters

On March 11, 2020, the World Health Organization declared a novel coronavirus (COVID-19) outbreak a Public Health Emergency of International Concern. In future years, this could adversely affect the School's students, donors, and suppliers as a result of quarantines, facility closures, and travel and logistics restrictions in connection with the outbreak. More broadly, the outbreak could affect workforces, economies and financial markets globally, potentially leading to an economic downturn. This could decrease spending, adversely affect demand on the School's services and harm the School's business and results of operations. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact of such on the School's business cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

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

Independent Auditor's Report

To the Board of Directors of
Central Queens Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 15, 2020.

Internal Control over Financial Reporting

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

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

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

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Compliance and Other Matters

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

Purpose of this Report

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

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 15, 2020

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2020

Current Year:

None

Prior-Year:

None

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

CENTRAL QUEENS ACADEMY CHARTER SCHOOL

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2021

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CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditor's Report

To the Board of Directors of
Central Queens Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Central Queens Academy Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 15, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

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

Schall & Ashenfarb
Certified Public Accountants, LLC

October 18, 2021

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2021
(With comparative totals at June 30, 2020)

	6/30/21	6/30/20
Assets		
Cash and cash equivalents	$8,707,383	$8,313,986
Government grants receivable - per pupil (Note 3)	0	32,643
Government grants receivable - other	269,843	363,054
Pledges receivable, net	107,659	467,941
Other receivables	0	3,041
Prepaid expenses	215,813	152,752
Security deposit	1,708,560	1,121,060
Fixed assets, net (Note 4)	485,739	397,275
Restricted cash (Note 5)	79,389	79,151
	$11,574,386	$10,930,903
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$1,013,697	$1,100,966
Government grant advances - per pupil (Note 3)	5,974	0
Government grant advances - rental assistance	34,212	10,576
Deferred rent	39,026	37,573
Paycheck Protection Program loan (Note 6)	0	1,024,182
Total liabilities	1,092,909	2,173,297
Net assets:		
Without donor restrictions	10,102,606	8,451,864
With donor restrictions (Note 7)	378,871	305,742
Total net assets	10,481,477	8,757,606
Total liabilities and net assets	$11,574,386	$10,930,903

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	Without Donor Restrictions	With Donor Restrictions	Total 6/30/21	Total 6/30/20
Public support and revenue:				
Public school district revenue: (Note 2c)				
Resident student enrollment	$6,406,877		$6,406,877	$6,533,483
Students with disabilities	569,866		569,866	558,653
Subtotal public school district revenue	6,976,743	0	6,976,743	7,092,136
Government grants:				
Paycheck Protection Program (Note 6)	1,024,182		1,024,182	0
Federal	427,567		427,567	371,483
State	0		0	79,157
New York City rental assistance (Note 3)	654,905		654,905	672,662
Subtotal government grants	2,106,654	0	2,106,654	1,123,302
Contributions	473,828	339,400	813,228	165,823
Donated services (Note 2i)	232,961		232,961	205,249
Interest income	53,770		53,770	89,095
Other income	10,079		10,079	577
Released from restriction	266,271	(266,271)	0	0
Total public support and revenue	10,120,306	73,129	10,193,435	8,676,182
Expenses:				
Program services:				
Regular education	5,372,247		5,372,247	5,252,434
Special education	984,519		984,519	930,459
Total program services	6,356,766	0	6,356,766	6,182,893
Supporting services:				
Management and general	1,602,052		1,602,052	1,425,356
Fundraising	393,038		393,038	314,926
Total supporting services	1,995,090	0	1,995,090	1,740,282
Total expenses	8,351,856	0	8,351,856	7,923,175
Change in net assets from operations	1,768,450	73,129	1,841,579	753,007
Non-operating activities				
Lease termination fee (Note 11)	500,000		500,000	0
Loss on impairment of fixed assets (Note 11)	(337,708)		(337,708)	0
Return of grant funds	(280,000)		(280,000)	0
Change in net assets	1,650,742	73,129	1,723,871	753,007
Net assets - beginning of year	8,451,864	305,742	8,757,606	8,004,599
Net assets - ending of year	$10,102,606	$378,871	$10,481,477	$8,757,606

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	Program Services			Supporting Services				
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total Expenses 6/30/21	Total Expenses 6/30/20
Salaries:								
Instructional personnel	$2,179,106	$447,523	$2,626,629			$0	$2,626,629	$2,620,408
Non-instructional personnel	1,156,373	212,570	1,368,943	$531,847	$317,122	848,969	2,217,912	1,757,431
Additional compensation	88,198	14,525	102,723	11,118	3,236	14,354	117,077	165,621
Total salaries	3,423,677	674,618	4,098,295	542,965	320,358	863,323	4,961,618	4,543,460
Employee benefits and payroll taxes	629,046	103,596	732,642	79,293	23,083	102,376	835,018	793,858
Total personnel costs	4,052,723	778,214	4,830,937	622,258	343,441	965,699	5,796,636	5,337,318
Professional fees	56,441	9,295	65,736	232,241	2,071	234,312	300,048	228,601
In-kind professional fees			0	232,961		232,961	232,961	205,249
Occupancy	931,427	153,395	1,084,822	117,408	34,178	151,586	1,236,408	1,233,593
Repairs and maintenance	9,917	1,633	11,550	1,250	364	1,614	13,164	22,155
Insurance	51,057	8,409	59,466	6,436	1,873	8,309	67,775	61,285
Utilities	14,144	2,329	16,473	1,783	519	2,302	18,775	26,797
Curriculum and classroom expenses	5,950		5,950			0	5,950	15,644
Classroom supplies and materials	52,372		52,372			0	52,372	35,304
Equipment	24,329	4,007	28,336	3,067	891	3,958	32,294	37,522
Professional development	9,725	201	9,926	666	45	711	10,637	17,229
Student and staff recruitment	70,315	11,580	81,895	8,863	6,213	15,076	96,971	36,918
Information technology	34,392	5,664	40,056	4,335	1,262	5,597	45,653	53,170
Office expenses	3,119	514	3,633	394	114	508	4,141	25,241
Communications	13,140	2,164	15,304	1,656	482	2,138	17,442	22,971
Miscellaneous	4,594	757	5,351	3,868	169	4,037	9,388	7,216
Depreciation	38,602	6,357	44,959	4,866	1,416	6,282	51,241	46,962
Bad debt expense			0	360,000		360,000	360,000	510,000
Total expenses	$5,372,247	$984,519	$6,356,766	$1,602,052	$393,038	$1,995,090	$8,351,856	$7,923,175

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the year ended June 30, 2020)

	6/30/21	6/30/20
Cash flows from operating activities:		
Change in net assets	$1,723,871	$753,007
Adjustments to reconcile change in net assets to net cash flows provided by operating activities:		
Depreciation	51,241	46,962
Loss on impairment of fixed assets	337,708	0
Bad debt expense	360,000	510,000
Changes in assets and liabilities:		
Government grants receivable - per pupil	32,643	(32,643)
Government grants receivable - other	93,211	(58,520)
Pledges receivable	282	153,784
Other receivables	3,041	(3,041)
Prepaid expenses	(63,061)	(109,044)
Security deposit	(587,500)	0
Accounts payable and accrued expenses	(87,269)	112,629
Government grant advances - per pupil	5,974	0
Government grant advances - rental assistance	23,636	0
Deferred rent	1,453	37,573
Government grant - Paycheck Protection Program	(1,024,182)	1,024,182
Total adjustments	(852,823)	1,681,882
Net cash flows provided by operating activities	871,048	2,434,889
Cash flows from investing activities:		
Purchases of fixed assets	(477,413)	(163,433)
Net cash flows used for investing activities	(477,413)	(163,433)
Net increase in cash and cash equivalents	393,635	2,271,456
Cash, cash equivalents and restricted cash - beginning of year	8,393,137	6,121,681
Cash, cash equivalents and restricted cash - ending of year	$8,786,772	$8,393,137
Supplemental disclosures:		
Reconciliation of cash and restricted cash to the statement of financial position:		
Cash and cash equivalents	$8,707,383	$8,313,986
Restricted cash	79,389	79,151
Total	$8,786,772	$8,393,137

The attached notes and auditor's report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

Note 1 - Organization and Nature of Activities

Central Queens Academy Charter School (the "School"), located in Queens, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The charter was authorized by SUNY Charter Schools Institute. The School was founded by a team of educators, parents, and youth advocates in partnership with APEX, a youth development organization with almost 20 years of experience working with Asian immigrant youth in New York.

The School's academic program is designed to meet the needs of a highly diverse student body. The School has grounded this program in its core values and will implement its mission using research-based methods that have worked in other schools. Its curriculum is aligned with the Common Core State Standards and New York State Standards and has been designed to make sure that students learn what they need to know in a rigorous and fun environment.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Accounting
The financial statements of the School have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation
Not-for-profit organizations report information regarding its financial position and activities according to specific classes of net assets as follows:

- *Net Assets Without Donor Restrictions* – accounts for activity without donor-imposed restrictions.

- *Net Assets With Donor Restrictions* – relates to activity based on specific donor restrictions that are expected to be satisfied by the passage of time or performance of activities.

c. Revenue Recognition
The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") 2018-08 ("Topic 605") for recording contributions, which are recorded at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in one of the classes of net assets described above, depending on the existence and/or nature of any donor-imposed restrictions.

When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they are received, they are classified as without donor restrictions.

Unconditional promises to give are recorded at net realizable value if expected to be received in one year or at fair value using a risk-adjusted discount rate if expected to be received after one year if material. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return of payments, or release from obligations, and are recognized as income once the conditions have been substantially met.

Conditional promises to give that have not been recognized amounted to $496,538 and $821,538 at June 30, 2021 and 2020, respectively and are contingent upon the School meeting certain fundraising milestones.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under Topic 605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved as well as other conditions under the agreements are met. Payments received in advance of conditions being met are recorded as deferred revenue.

Management assesses the collectability of all outstanding receivables based upon historical trends, experience with donors and grantors and the uncertain economic impact of the pandemic. Based on this review, management has determined that a pledge in the amount of $870,000 is not collectable. A reserve of $510,000 was established in previous years and the remaining $360,000 was written off and charged to bad debt expense during 2021.

At June 30, 2021 and 2020, all pledges and government grants receivable are expected to be collected within one year.

d. Operating/Non-Operating Activities

Operating activity includes ongoing revenue and expenses of the School in fulfilling its mission. The School has elected to display activity that is non-recurring in a separate section of the statement of activities that is labeled non-operating activities.

e. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents. This excludes cash held in escrow.

The School follows ASU 2016-18, *Statement of Cash Flows (Topic 230): Restricted Cash.* This requires that restricted cash and cash equivalents be included as components of total cash and cash equivalents as presented on the statement of cash flows.

f. Concentration of Credit

Financial instruments, which potentially subject the School to concentration of credit risk, consist of cash and money market accounts, which have been placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, management feels they have little risk, and the School has not experienced any losses from the default of any financial institution.

g. Capitalization Policy

Computer hardware, furniture, leasehold improvements, and equipment are stated at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $2,000 that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which generally are between 3 and 5 years.

h. Deferred Rent

Rent expense is recorded on the straight-line basis over the life of the lease. Rent expense recognized in excess of cash payments is reflected as deferred rent. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero at the end of the lease term.

i. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased, if not provided in-kind.

The School received in-kind professional legal services that were valued at $232,961and $205,249 for the years ended June 30, 2021 and 2020, respectively.

The School pays for most other services requiring specific expertise. Board members and other individuals volunteer their time and support its mission and accomplish its programmatic goals. These services do not meet the criteria for recognition as outlined above and have not been recorded in the financial statements.

j. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Such allocations are determined by management on an equitable basis.

The following expenses were allocated using the full time equivalent of staff allocation as the basis:

- Salaries
- Employee benefits and payroll taxes
- Occupancy
- Repairs and maintenance
- Insurance
- Utilities
- Equipment
- Student and staff recruitment efforts
- Information technology
- Office expenses
- Communications
- Depreciation

All other expenses have been charged directly to the applicable program or supporting services.

k. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

l. Comparative Financial Information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

m. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2018 and later are subject to examination by applicable taxing authorities.

n. New Accounting Pronouncements
FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*, which becomes effective for the June 30, 2022 year, with early adoption permitted. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line-item presentation on the statement of activities and additional disclosures.

FASB issued ASU No. 2016-02, *Leases*. The ASU which becomes effective for the June 30, 2023 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

The School is in the process of evaluating the impact these standards will have on future financial statements.

Note 3 - Government Grants (Advances)/Receivable - Per Pupil

Grants receivable and advances payable on the contract with NYCDOE can be summarized as follows:

	6/30/21	6/30/20
Per pupil funding:		
Beginning grant receivable	$32,643	$0
Collection of PY balances	(32,643)	0
Funding based on allowable FTE's	6,976,743	7,092,136
Advances received	(6,982,717)	(7,059,493)
Ending (deferred)/receivable – per pupil	($5,974)	$32,643

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the per pupil amount or actual lease costs.

During the year ended June 30, 2021, the School recognized revenue of $654,905 as a subsidy for payments made to Friends of Central Queens Academy Charter School (FCQACS), a related party, under sublease agreement referred to in Note 9.

Note 4 - Fixed Assets

Fixed assets can be summarized as follows:

	6/30/21	6/30/20
Leasehold improvements – (*life of lease*)	$866,740	$866,740
Construction in progress	366,742	337,708
Furniture and equipment (*3-5 years*)	633,918	523,247
	1,867,400	1,727,695
Less: accumulated depreciation	(1,381,661)	(1,330,420)
Total fixed assets - net	$485,739	$397,275

Note 5 - Restricted Cash

An escrow account has been established to meet the requirement of the New York City Department of Education ("NYCDOE"). The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 6 - Paycheck Protection Program

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") through the Paycheck Protection Program ("PPP"). Terms of the loan indicated that if certain conditions were met, which included maintaining average work forces during periods subsequent to receipt of the loan funds that were greater than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. Portions that are not forgiven are payable over a two-year period, with a ten-month deferral of payments and interest will accrue at 1%.

The School accounts for the PPP loan in accordance with Topic 605 as it is considered to have traits similar to a conditional contribution. As all conditions were met at year end, revenue in the amount $1,024,182 was recognized in 2021. In addition, the School was notified that full forgiveness was approved by the SBA.

Note 7 - Net Assets with Donor Restrictions

Net assets with donor restrictions are summarized as follows:

	June 30, 2021			
	Balance 7/1/20	Contributions	Released from Restrictions	Balance 6/30/21
Programs:				
Technology	$20,000	$14,400	($30,529)	$3,871
Elementary School Operations	0	325,000	0	325,000
COVID-19 emergency relief	29,780	0	(29,780)	0
Capital/growth	155,962	0	(155,962)	0
Time restrictions	100,000	0	(50,000)	50,000
Total	$305,742	$339,400	($266,271)	$378,871

	June 30, 2020			
	Balance 7/1/19	Contributions	Released from Restrictions	Balance 6/30/20
Programs:				
Strategic plan development	$2,404	$0	($2,404)	$0
Technology	0	20,000	0	20,000
COVID-19 emergency relief	0	30,000	(220)	29,780
Capital/growth	155,962	0	0	155,962
Time restrictions	248,000	2,000	(150,000)	100,000
Total	$406,366	$52,000	($152,624)	$305,742

Note 8 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 77% and 92% of the School's total public support and revenue was from NYCDOE for the years ended June 30, 2021 and 2020, respectively.

Reductions in funding from the NYCDOE could significantly impact the School's results of operations.

Note 9 – Related Party Transactions

On July 17, 2019, the School assigned their lease for rent with an outside party, St. John's Evangelical Lutheran Church, to FCQACS, a related organization described in Note 3. The School entered into a sublease agreement with FCQACS for the space on July 22, 2019. The sublease includes base rent of $671,250 inclusive of monthly maintenance of $10,000.

Note 10 - Commitments and Contingencies

Government Grants
Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

Lease Commitments
On January 18, 2012, the School entered into an operating lease for classroom space and administrative offices that was originally set to expire on July 15, 2015, however, subsequent amendments extended the term to July 15, 2022.

The School entered into a second operating lease for additional classroom and administrative space with a related organization as outlined in Note 9. This lease has been renewed through July 15, 2022.

The School entered into a third operating lease agreement for temporary classroom and administrative space in January 2021. The lease runs for one year and is set to expire on June 30, 2022 with the option to renew for an additional one-year term.

Future minimum lease payments under the terms of the leases above are as follows:

Year ending:	June 30, 2022	$1,680,588
	June 30, 2023	48,220
Total		$1,728,808

On January 5, 2021, the School entered into a fourth lease agreement for classroom and administrative space. The lease commences once construction at the space has been completed by the landlord and will terminate after 32 years. Under the terms of the lease, if substantial completion of the construction on the space has not occurred on or before June 1, 2022, the School has the right to terminate the agreement with thirty days' notice.

Future minimum lease payments total $151,667,178 under the terms of this lease. The School anticipates receiving New York City rental assistance revenue and resident student enrollment revenue in futures years to cover these lease payments.

Note 11 - Gain on Lease Termination

The School had a lease agreement for classroom and administrative space that was being built for them. The lease would have commenced once construction at the space had been completed by the landlord. During the year ended June 30, 2021, this lease was terminated by the landlord, the School's security deposit was refunded and under terms of the termination agreement the School received $500,000 as a lease termination fee.

The School determined that construction in progress that related to this terminated lease was permanently impaired. As a result, those previously capitalized costs were written-off and impairment loss in the amount of $337,708 was recognized.

Note 12 - Employee Benefits

The School has a tax deferred annuity plan under IRS section 401(k) for all employees. Under the plan, employees may opt to defer a portion of their gross pay, having that portion of pay be invested in accordance with applicable federal and state guidelines governing deferred compensation programs. The School contributed $73,874 and $70,587 to the plan during the years ended June 30, 2021 and 2020, respectively.

Note 13 - Liquidity and Availability of Financial Resources

The School maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, CQA operates its programs within a board approved budget and relies on grants, contributions, and earned income to fund its operations and program activities.

The following reflects the School's financial assets at June 30, 2021 that are available to meet cash needs for general expenditures within one year:

Cash and cash equivalents	$8,707,383	
Government grants receivable - other	269,843	
Pledges receivable	107,659	
Total financial assets		$9,084,885
Less amounts not available to be used within one year:		
Contributions restricted – purpose restrictions		(328,871)
Financial assets available to meet cash needs for general expenditures within one year		$8,756,014

Note 14 - Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 18, 2021, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or disclosure in the financial statements.

Note 15 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of these financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditor's Report

To the Board of Directors of
Central Queens Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 18, 2021.

Internal Control over Financial Reporting

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

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

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

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Compliance and Other Matters

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

Purpose of this Report

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

Schall & Ashenfarb
Certified Public Accountants, LLC

October 18, 2021

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021

Current Year:

None

Prior-Year:

None

BPA SO8c- Consolidated Financial Reports

Not Applicable

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CENTRAL QUEENS ACADEMY

CHARTER SCHOOL

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2022

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CENTRAL QUEENS ACADEMY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditors' Report

To the Board of Directors of
Central Queens Academy Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Central Queens Academy Charter School as of June 30, 2022, and the changes in net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

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

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Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users on the basis of these financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

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

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

Report on Summarized Comparative Information

We have previously audited the School's 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 18, 2021 In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 17, 2022

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2022
(With comparative totals at June 30, 2021)

	6/30/22	6/30/21
Assets		
Cash and cash equivalents	$10,773,047	$8,707,383
Government grants receivable - rental assistance	18,632	0
Government grants receivable - other	420,175	269,843
Pledges receivable, net (Note 3)	404,857	107,659
Prepaid expenses	167,801	215,813
Security deposit	1,716,520	1,708,560
Fixed assets, net (Note 4)	825,039	485,739
Restricted cash (Note 5)	79,515	79,389
	$14,405,586	$11,574,386
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$1,573,744	$1,013,697
Due to related entity	33,162	0
Government grant advances - per pupil (Note 6)	3,334	5,974
Government grant advances - rental assistance	0	34,212
Government grant advances - other	64,544	0
Deferred rent	0	39,026
Capital lease payable (Note 11)	43,506	0
Total liabilities	1,718,290	1,092,909
Net assets:		
Without donor restrictions	12,312,163	10,102,606
With donor restrictions (Note 9)	375,133	378,871
Total net assets	12,687,296	10,481,477
Total liabilities and net assets	$14,405,586	$11,574,386

The attached notes and auditors' report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Without Donor Restrictions	With Donor Restrictions	Total 6/30/22	Total 6/30/21
Public support and revenue:				
Public school district revenue: (Note 2c)				
Resident student enrollment	$8,251,876		$8,251,876	$6,406,877
Students with disabilities	617,316		617,316	569,866
Subtotal public school district revenue	8,869,192	0	8,869,192	6,976,743
Government grants:				
Paycheck Protection Program (Note 8)			0	1,024,182
Federal	694,323		694,323	427,567
New York City rental assistance (Note 7)	1,275,828		1,275,828	654,905
Subtotal government grants	1,970,151	0	1,970,151	2,106,654
Contributions	797,873	$474,800	1,272,673	813,228
Donated services (Note 2i)	70,141		70,141	232,961
Interest income	20,445		20,445	53,770
Other income	42,964		42,964	10,079
Released from restriction	478,538	(478,538)	0	0
Total public support and revenue	12,249,304	(3,738)	12,245,566	10,193,435
Expenses:				
Program services:				
Regular education	7,194,828		7,194,828	5,372,247
Special education	1,190,974		1,190,974	984,519
Total program services	8,385,802	0	8,385,802	6,356,766
Supporting services:				
Management and general	1,259,529		1,259,529	1,602,052
Fundraising	394,416		394,416	393,038
Total supporting services	1,653,945	0	1,653,945	1,995,090
Total expenses	10,039,747	0	10,039,747	8,351,856
Change in net assets from operations	2,209,557	(3,738)	2,205,819	1,841,579
Non-operating activities				
Lease termination fee (Note 12)			0	500,000
Loss on impairment of fixed assets (Note 12)			0	(337,708)
Return of grant funds			0	(280,000)
Change in net assets	2,209,557	(3,738)	2,205,819	1,723,871
Net assets - beginning of year	10,102,606	378,871	10,481,477	8,757,606
Net assets - ending of year	$12,312,163	$375,133	$12,687,296	$10,481,477

The attached notes and auditors' report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Program Services			Supporting Services				
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total Expenses 6/30/22	Total Expenses 6/30/21*
Salaries:								
Instructional personnel	$2,848,838	$483,498	$3,332,336			$0	$3,332,336	$2,626,629
Non-instructional personnel	1,224,144	248,736	1,472,880	$581,416	$284,068	865,484	2,338,364	2,217,912
Additional compensation	175,568	27,986	203,554	20,336	6,293	26,629	230,183	117,077
Total salaries	4,248,550	760,220	5,008,770	601,752	290,361	892,113	5,900,883	4,961,618
Employee benefits and payroll taxes	809,088	128,972	938,060	93,714	29,000	122,714	1,060,774	835,018
Total personnel costs	5,057,638	889,192	5,946,830	695,466	319,361	1,014,827	6,961,657	5,796,636
Professional fees	82,374	13,131	95,505	57,198	2,952	60,150	155,655	300,048
In-kind professional fees (Note 2i)			0	70,141		70,141	70,141	232,961
Occupancy	1,449,431	231,045	1,680,476	342,883	51,951	394,834	2,075,310	1,236,408
Repairs and maintenance	6,768	1,079	7,847	784	243	1,027	8,874	13,164
Insurance	51,303	8,178	59,481	5,942	1,839	7,781	67,262	67,775
Utilities	42,533	6,780	49,313	4,926	1,524	6,450	55,763	18,775
Curriculum and classroom expenses	60,099		60,099			0	60,099	5,950
Classroom supplies and materials	168,118		168,118			0	168,118	52,372
Equipment	22,782	3,632	26,414	2,639	817	3,456	29,870	32,294
Professional development	23,694	1,260	24,954	1,291	283	1,574	26,528	10,637
Student and staff recruitment	57,593	9,180	66,773	6,671	9,264	15,935	82,708	100,291
Information technology	67,533	10,765	78,298	7,822	2,421	10,243	88,541	45,653
Office expenses	14,440	2,302	16,742	1,673	517	2,190	18,932	4,141
Communications	9,707	1,547	11,254	1,124	348	1,472	12,726	17,442
Miscellaneous	1,578	252	1,830	51,791	56	51,847	53,677	6,068
Depreciation	79,237	12,631	91,868	9,178	2,840	12,018	103,886	51,241
Bad debt expense			0			0	0	360,000
Total expenses	$7,194,828	$1,190,974	$8,385,802	$1,259,529	$394,416	$1,653,945	$10,039,747	$8,351,856

The attached notes and auditors' report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	6/30/22	6/30/21
Cash flows from operating activities:		
Change in net assets	$2,205,819	$1,723,871
Adjustments to reconcile change in net assets		
to net cash flows provided by operating activities:		
Depreciation	103,886	51,241
Loss on impairment of fixed assets	0	337,708
Bad debt expense	0	360,000
Changes in assets and liabilities:		
Government grants receivable - per pupil	0	32,643
Government grants receivable - rental assistance	(18,632)	0
Government grants receivable - other	(150,332)	93,211
Pledges receivable	(297,198)	282
Other receivables	0	3,041
Prepaid expenses	48,012	(63,061)
Security deposit	(7,960)	(587,500)
Accounts payable and accrued expenses	560,047	(87,269)
Due to related entity	33,162	0
Government grant advances - per pupil	(2,640)	5,974
Government grant advances - rental assistance	(34,212)	23,636
Government grant advances - other	64,544	0
Deferred rent	(39,026)	1,453
Government grant - Paycheck Protection Program	0	(1,024,182)
Total adjustments	259,651	(852,823)
Net cash flows provided by operating activities	2,465,470	871,048
Cash flows from investing activities:		
Purchases of fixed assets	(399,680)	(477,413)
Net cash flows used for investing activities	(399,680)	(477,413)
Cash flows from financing activities:		
Principal payments on capital lease payable	(16,990)	(477,413)
Net cash flows used for investing activities	(16,990)	(477,413)
Net increase in cash and cash equivalents	2,065,790	393,635
Cash, cash equivalents and restricted cash - beginning of year	8,786,772	8,393,137
Cash, cash equivalents and restricted cash - ending of year	$10,852,562	$8,786,772
Supplemental disclosures:		
Reconciliation of cash and restricted cash to the statement of financial position:		
Cash and cash equivalents	$10,773,047	$8,707,383
Restricted cash	79,515	79,389
Total	$10,852,562	$8,786,772
Noncash financing activities:		
Equipment purchased under capital lease	$63,000	$0

The attached notes and auditors' report are an integral part of these financial statements.

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

Note 1 - Organization and Nature of Activities

Central Queens Academy Charter School (the "School"), located in Queens, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The charter was authorized by SUNY Charter Schools Institute. The School was founded by a team of educators, parents, and youth advocates in partnership with APEX, a youth development organization with almost 20 years of experience working with Asian immigrant youth in New York.

The School's academic program is designed to meet the needs of a highly diverse student body. The School has grounded this program in its core values and will implement its mission using research-based methods that have worked in other schools. Its curriculum is aligned with the Common Core State Standards and New York State Standards and has been designed to make sure that students learn what they need to know in a rigorous and fun environment.

The School has been notified by the Internal Revenue Service that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Accounting
The financial statements of the School have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation
Not-for-profit organizations report information regarding its financial position and activities according to specific classes of net assets as follows:

- *Net Assets Without Donor Restrictions* – accounts for activity without donor-imposed restrictions.

- *Net Assets With Donor Restrictions* – relates to activity based on specific donor restrictions that are expected to be satisfied by the passage of time or performance of activities.

c. Revenue Recognition
The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958-605 for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction.

When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions expected to be received within one year are recorded at net realizable value. Long term pledges are recorded at fair value, using risk – adjusted present value techniques.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return of payments, or release from obligations, and are recognized as income once the conditions have been substantially met. Conditional promises to give that have not been recognized amounted to $137,970 and $496,538 at June 30, 2022 and 2021, respectively and are contingent upon the School meeting certain performance or fundraising milestones.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions as defined above. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved as well as other conditions under the agreements are met. Payments received in advance of conditions being met are recorded as deferred revenue.

Management assesses the collectability of all outstanding receivables based upon historical trends, experience with donors and grantors and the uncertain economic impact of the pandemic. Based on this review, management determined that at June 30, 2021 a pledge in the amount of $870,000 was not collectable. A reserve of $510,000 was established in 2020 and the remaining $360,000 was written off and charged to bad debt expense during 2021. No allowance was determined to be necessary at June 30, 2022.

d. Operating/Non-Operating Activities
Operating activity includes ongoing revenue and expenses of the School in fulfilling its mission. The School has elected to display activity that is non-recurring in a separate section of the statement of activities that is labeled non-operating activities.

e. Cash and Cash Equivalents
The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents. Cash maintained in escrow per requirements of NYCDOE are treated as restricted cash.

f. Concentration of Credit
Financial instruments, which potentially subject the School to concentration of credit risk, consist of cash and money market accounts, which have been placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, material cash balances were in excess of FDIC insurance levels; however, management feels they have little risk, and the School has not experienced any losses from the default of any financial institution.

g. Capitalization Policy

Computer hardware, furniture, leasehold improvements, and equipment are stated at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $2,000 that have a useful life of more than one year. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which generally are between 3 and 5 years or the life of the lease.

h. Deferred Rent

Rent expense is recorded on the straight-line basis over the life of the lease. Rent expense recognized in excess of cash payments is reflected as deferred rent. As future payments exceed the annual expense recognized, deferred rent will be reduced to zero at the end of the lease term.

i. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased, if not provided in-kind.

The School received in-kind professional legal services that were valued at $70,141 and $232,961 for the years ended June 30, 2022 and 2021, respectively. Donated legal services, which are included in management and general on the statement of functional expenses, are valued at the standard hourly rates charged for those services.

The School pays for most other services requiring specific expertise. Board members and other individuals volunteer their time and support its mission and accomplish its programmatic goals. These services do not meet the criteria for recognition as outlined above and have not been recorded in the financial statements.

j. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Such allocations are determined by management on an equitable basis.

The following expenses were allocated using the full time equivalent of staff allocation as the basis:

- Salaries
- Employee benefits and payroll taxes
- Occupancy
- Repairs and maintenance
- Insurance
- Utilities
- Equipment
- Student and staff recruitment efforts
- Information technology
- Office expenses
- Communications
- Depreciation

All other expenses have been charged directly to the applicable program or supporting services.

k. Advertising
The cost of advertising is expensed as incurred.

l. Related Party Transactions
The School is related to a separate entity, Friends of Central Queens Academy Charter School ("FCQACS") through common board members. See Notes 7 and 11 for a description of various transactions with this related entity.

m. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

n. Summarized Comparative Financial Information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Such information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

o. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

p. New Accounting Pronouncements
FASB issued Accounting Standards Update ("ASU") No. 2016-02, *Leases*. The ASU which becomes effective for the June 30, 2023 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

The School is in the process of evaluating the impact this standard will have on future financial statements.

Note 3 - Pledges Receivable

Pledges receivable are due in the following periods:

Year ending: June 30, 2023	$192,857
June 30, 2024	75,000
June 30, 2025	75,000
June 30, 2026	75,000
	417,857
Less: discount to fair value (3.14%)	(13,000)
Total	$404,857

Note 4 - Fixed Assets

Fixed assets can be summarized as follows:

	6/30/22	6/30/21
Leasehold improvements – (*life of lease*)	$1,433,274	$866,740
Construction in progress	0	366,742
Furniture and equipment (*3-5 years*)	877,312	633,918
	2,310,586	1,867,400
Less: accumulated depreciation	(1,485,547)	(1,381,661)
Total fixed assets - net	$825,039	$485,739

Note 5 - Restricted Cash

An escrow account has been established to meet the requirement of the New York City Department of Education ("NYCDOE"). The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 6 - Government Grants Advances - Per Pupil

Grants receivable and advances payable on the contract with NYCDOE can be summarized as follows:

	6/30/22	6/30/21
Beginning grant (advance)/receivable	($5,974)	$32,643
Recognition/(collection) of PY balance	5,974	(32,643)
Funding based on allowable FTE's	8,869,192	6,976,743
Advances received	(8,872,526)	(6,982,717)
Ending grant advances – per pupil	($3,334)	($5,974)

Note 7 - Government Grants Advances – Rental Assistance

In addition to per pupil funding, the School was entitled to receive a rent subsidy, that is calculated at the lower of 30 percent of the per pupil amount or actual lease costs. During the years ended June 30, 2022 and 2021, included in the total revenue recognized was $980,163 and $654,905, respectively, as a subsidy for payments made to FCQACS, a related party (See Note 2l), under sublease agreements referred to in Note 11.

Note 8 - Paycheck Protection Program

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") in the amount of $1,024,182 through the Paycheck Protection Program ("PPP"). Terms of the loan indicated that if certain conditions were met, which included maintaining average work forces during periods subsequent to receipt of the loan funds that were greater than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. The School accounted for the PPP loan in accordance with FASB ASC 958-605 as a conditional contribution. The School met all of the conditions of this loan during 2021 and the loan was recognized as revenue. Full forgiveness was approved by the SBA during the year ended June 30, 2021.

Note 9 - Net Assets with Donor Restrictions

Net assets with donor restrictions are summarized as follows:

	June 30, 2022			
	Balance 7/1/21	Contributions	Released from Restrictions	Balance 6/30/22
Programs:				
Technology/smartboards	$3,871	$20,000	($3,871)	$20,000
Chromebooks & after school programming	0	117,800	(65,981)	51,819
Elementary school operations	325,000	0	(325,000)	0
Elementary school social worker	0	50,000	(33,686)	16,314
Time restrictions	50,000	287,000	(50,000)	287,000
Total	$378,871	$474,800	($478,538)	$375,133

	June 30, 2021			
	Balance 7/1/20	Contributions	Released from Restrictions	Balance 6/30/21
Programs:				
Technology	$20,000	$14,400	($30,529)	$3,871
Elementary School Operations	0	325,000	0	325,000
COVID-19 emergency relief	29,780	0	(29,780)	0
Capital/growth	155,962	0	(155,962)	0
Time restrictions	100,000	0	(50,000)	50,000
Total	$305,742	$339,400	$266,271)	$378,871

Note 10 - Significant Concentrations

The School is dependent upon grants from NYCDOE to carry out its operations. Approximately 83% and 77% of the School's total public support and revenue was from NYCDOE for the years ended June 30, 2022 and 2021, respectively. Reductions in funding from the NYCDOE could significantly impact the School's results of operations.

Note 11 - Commitments and Contingencies

Government Grants

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

Rental Lease Commitments

The School had entered into two leases for middle school classroom space and administrative offices both of which were originally set to expire on July 15, 2015, however, subsequent amendments extended the terms to July 15, 2022. One of these leases was with FCQACS.

In January 2021, the School entered into a third lease agreement for temporary elementary classroom and administrative space. The lease term ran for one year, with options to extend, and was set to expire on June 30, 2022. However, in January 2022 the School vacated the temporary space and moved the elementary school into the new space, described below on Justice Avenue, due to disagreements with the landlord. As a result, the landlord sought court action to receive the rest of the payments due under the terms of their original lease agreement. Subsequent to year end, in July 2022, the School reached a settlement agreement with the landlord where the School agreed to pay $175,000 and relinquish their security deposit.

On January 5, 2021, the School entered into a fourth lease agreement for classroom and administrative space on Justice Avenue in Queens, New York with the intent that this space will house the entire school beginning with the 2022-2023 school year. At the same time, a fifth lease was entered into, with the same landlord, for school gymnasium space. These leases were assigned to FCQACS effective January 1, 2022. Under the terms of the assignment, the School remains the primary obligor and principal for the obligations and responsibilities under the original leases. The maximum potential amount that the School can be required to pay over the term of both leases is $153,440,463. Subsequent to year end and effective July 1, 2022, the School entered into another sublease with FCQACS for the Justice Avenue space and gymnasium. The lease term is 30 years and expires June 30, 2053.

Future minimum lease payments total $145,858,652 under the terms of this sublease. The School anticipates receiving New York City rental assistance revenue and resident student enrollment revenue in futures years to cover these lease payments.

Future minimum payments due under the terms of the leases are:

Year ending:	June 30, 2023	$2,850,582
	June 30, 2024	3,300,674
	June 30, 2025	3,600,735
	June 30, 2026	3,600,735
	June 30, 2027	3,810,778
Thereafter		128,695,148
Total		$145,858,652

Capital Lease Commitments

In October 2021, the School executed three capital lease agreements. All agreements run for 36 months and require monthly payments. Future minimum payments due under the terms of the leases are:

Year ending:	June 30, 2023	$20,388
	June 30, 2024	20,388
	June 30, 2025	5,097
		45,873
	Present value discount (5.5%)	(2,367)
Total lease obligation		$43,506

Note 12 - Gain on Lease Termination

The School had a lease agreement for classroom and administrative space that was being built for them. The lease would have commenced once construction at the space had been completed by the landlord. During the year ended June 30, 2021, this lease was terminated by the landlord, the School's security deposit was refunded and under terms of the termination agreement the School received $500,000 as a lease termination fee.

The School determined that construction in progress that related to this terminated lease was permanently impaired. As a result, those previously capitalized costs were written-off and impairment loss in the amount of $337,708 was recognized during the year ended June 30, 2021.

Note 13 - Employee Benefits

The School has a tax deferred annuity plan under IRS section 401(k) for all employees. Under the plan, employees may opt to defer a portion of their gross pay, having that portion of pay be invested in accordance with applicable federal and state guidelines governing deferred compensation programs. The School contributed $107,298 and $73,874 to the plan during the years ended June 30, 2022 and 2021, respectively.

Note 14 - Liquidity and Availability of Financial Resources

The School maintains cash on hand to be available for its general expenditures, liabilities, and other obligations for on-going operations. As part of its liquidity management, CQA operates its programs within a board approved budget and relies on grants, contributions, and earned income to fund its operations and program activities.

The following reflects the School's financial assets at June 30, 2022 that are available to meet cash needs for general expenditures within one year:

Cash and cash equivalents	$10,773,047	
Government grants receivable – rental assistance	18,632	
Government grants receivable - other	420,175	
Pledges receivable – due within one year	192,857	
Total financial assets		$11,404,711
Less amounts not available to be used within one year:		
Contributions restricted – purpose restrictions		(88,133)
Financial assets available to meet cash needs for general expenditures within one year		$11,316,578

Note 15 - Subsequent Events

Subsequent events have been evaluated through October 17, 2022, the date the financial statements were available to be issued. All material events that have occurred that require adjustment to or disclosure to the financial statements have been made.

Note 16 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of these financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

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

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Central Queens Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Central Queens Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 17, 2022.

Report on Internal Control over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

Schall & Ashenfarb

Schall & Ashenfarb
Certified Public Accountants, LLC

October 17, 2022

CENTRAL QUEENS ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2022

Current Year:

None

Prior-Year:

None

Form **8868**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
Central Queens Academy Charter School	45-3686922

Number, street, and room or suite number. If a P.O. box, see instructions.
55-30 Junction Blvd

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Elmhurst, NY 11373

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Michelle Dalpiaz

  Telephone No. ► (718) 271-6200 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 22, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 20, and ending 6/30, 20 21.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 6,356,766. including grants of $) (Revenue $)

Central Queens Academy Charter School is a public charter middle school serving the families and students of Community School District 24 in Queens, New York. The School provides a rigorous, college-prepatory program designed to work specifically with English language learners, the nation's fastest growing student population.

For the last 8 consecutive years of available NYS state exam data, our students have outperformed city, state and district in every grade; Achieved clean financial audit for 2021.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 6,356,766.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* See instructions?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	**22**		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	**23**	X	
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	**24a**		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	**24b**		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	**24c**		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	**24d**		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	**25a**		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	**25b**		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	**26**		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	**27**		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	**28a**		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	**28b**		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If Yes,' complete Schedule L, Part IV*	**28c**		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	**29**		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	**30**		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	**31**		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	**32**		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	**33**		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	**34**		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	**35a**		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	**35b**		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	**36**		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	**37**		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	**38**	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	**1 a**	10		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	**1 b**	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			**1 c** X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 74			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI **Governance, Management, and Disclosure** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI. X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a 14		
b	Enter the number of voting members included on line 1a, above, who are independent.	1b 14		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a	X	
b	Each committee with authority to act on behalf of the governing body?	8b	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official. See Schedule O	15a	X	
b	Other officers or key employees of the organization. See Schedule O	15b	X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Michelle Dalpiaz 88-24 Myrtle Ave Glendale NY 11385 (718)271-6200

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Suyin So - thru 9/2020	40									
Executive Dir.	0			X				262,290.	0.	0.
(2) Glenn Liebeck	40									
School Director	0					X		159,517.	0.	0.
(3) Michelle Dalpiaz	40									
CFO	0			X				129,826.	0.	14,467.
(4) DeeAnn Martell	40									
Principal	0					X		132,717.	0.	6,268.
(5) Therese Paskoff	40									
Dir. of Operations	0					X		134,080.	0.	0.
(6) Melissa Kinsella	40									
Dir. of Advance.	0					X		117,517.	0.	6,268.
(7) Angel Geeng	40									
Asst. Principal	0					X		100,589.	0.	14,467.
(8) Ashish Kapadia	40									
Executive Dir.	0			X				54,933.	0.	0.
(9) Michael Zisser	1									
Chair	0	X		X				0.	0.	0.
(10) Rick Ruvkun	1									
Treasurer	0	X		X				0.	0.	0.
(11) Arunabha Bhoumik	1									
Trustee	0	X						0.	0.	0.
(12) David Nitkin	1									
Trustee	0	X						0.	0.	0.
(13) Bruce Saber	1									
Trustee	0	X						0.	0.	0.
(14) Catherine Tse	1									
Trustee	0	X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) Annee Kim	1									
Trustee	0	X						0.	0.	0.
(16) Maribel Lara	1									
Trustee	0	X						0.	0.	0.
(17) Joyce Wu	1									
Trustee	0	X						0.	0.	0.
(18) Sonia Park	1									
Trustee	0	X						0.	0.	0.
(19) Megha Jain	1									
Trustee	0	X						0.	0.	0.
(20) Michael Lee	1									
Trustee	0	X						0.	0.	0.
(21) Sabir Semerkant	1									
Trustee	0	X						0.	0.	0.
(22) Tom Ng	1									
Trustee	0	X						0.	0.	0.
(23)										
(24)										
(25)										
1 b Subtotal ►								1,091,469.	0.	41,470.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								1,091,469.	0.	41,470.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 8

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	9,083,397.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	813,228.				
	g Noncash contributions included in lines 1a-1f	1g					
	h **Total.** Add lines 1a-1f			9,896,625.			
Program Service Revenue		Business Code					
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			53,770.			53,770.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
		(i) Real	(ii) Personal				
	6a Gross rents 6a						
	b Less: rental expenses 6b						
	c Rental income or (loss) 6c						
	d Net rental income or (loss)						
		(i) Securities	(ii) Other				
	7a Gross amount from sales of assets other than inventory 7a						
	b Less: cost or other basis and sales expenses 7b						
	c Gain or (loss) 7c						
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a						
	b Less: direct expenses 8b						
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19 9a						
	b Less: direct expenses 9b						
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances 10a						
	b Less: cost of goods sold 10b						
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
	11a Miscellaneous income	900099		10,079.	10,079.		
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d			10,079.			
	12 **Total revenue.** See instructions			9,960,474.	10,079.	0.	53,770.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	**(A)** Total expenses	**(B)** Program service expenses	**(C)** Management and general expenses	**(D)** Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	481,761.	0.	283,846.	197,915.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	4,494,324.	4,098,295.	270,693.	125,336.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	78,109.	68,533.	7,417.	2,159.
9 Other employee benefits	339,160.	310,271.	22,006.	6,883.
10 Payroll taxes	403,282.	353,838.	38,296.	11,148.
11 Fees for services (nonemployees):				
a Management				
b Legal	3,611.		3,611.	
c Accounting	21,757.		21,757.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	274,680.	65,736.	206,873.	2,071.
12 Advertising and promotion				
13 Office expenses	4,141.	3,633.	394.	114.
14 Information technology	45,653.	40,056.	4,335.	1,262.
15 Royalties				
16 Occupancy	1,236,408.	1,084,822.	117,408.	34,178.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	51,241.	44,959.	4,866.	1,416.
23 Insurance	67,775.	59,466.	6,436.	1,873.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Bad Debt	360,000.		360,000.	
b Student & Staff Recruitment	96,971.	81,895.	8,863.	6,213.
c Classroom Supplies	52,372.	52,372.		
d Equipment	32,294.	28,336.	3,067.	891.
e All other expenses	75,356.	64,554.	9,223.	1,579.
25 **Total functional expenses.** Add lines 1 through 24e	8,118,895.	6,356,766.	1,369,091.	393,038.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		429,070.	1	534,735.
	2	Savings and temporary cash investments		7,964,067.	2	8,252,037.
	3	Pledges and grants receivable, net		863,638.	3	377,502.
	4	Accounts receivable, net		3,041.	4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		152,752.	9	215,813.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 1,867,401.			
	b	Less: accumulated depreciation	10b 1,381,662.	397,275.	10c	485,739.
	11	Investments — publicly traded securities			11	
	12	Investments — other securities. See Part IV, line 11			12	
	13	Investments — program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,121,060.	15	1,708,560.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		10,930,903.	16	11,574,386.
Liabilities	17	Accounts payable and accrued expenses		1,100,966.	17	1,013,697.
	18	Grants payable			18	
	19	Deferred revenue		10,576.	19	40,186.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		1,024,182.	24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		37,573.	25	39,026.
	26	**Total liabilities.** Add lines 17 through 25		2,173,297.	26	1,092,909.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► X and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		8,451,864.	27	10,102,606.
	28	Net assets with donor restrictions		305,742.	28	378,871.
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		8,757,606.	32	10,481,477.
	33	Total liabilities and net assets/fund balances		10,930,903.	33	11,574,386.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI X

1	Total revenue (must equal Part VIII, column (A), line 12)	1	9,960,474.
2	Total expenses (must equal Part IX, column (A), line 25)	2	8,118,895.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,841,579.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	8,757,606.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O) See Schedule O	9	-117,708.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	10,481,477.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII . . . . . ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) **12**

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f)) **14** %

15 Public support percentage from 2019 Schedule A, Part II, line 14 **15** %

16a **33-1/3% support test—2020.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2019.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2019.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2020** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2019** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2020.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2019.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	**1**		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	**2**		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	**3a**		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	**3b**		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	**3c**		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	**4a**		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	**4b**		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	**4c**		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	**5a**		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	**5b**		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	**5c**		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	**6**		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	**7**		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	**8**		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	**9a**		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	**9b**		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	**9c**		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	**10a**		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.).*	**10b**		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described in line 11a above?	**11b**	
c	A 35% controlled entity of a person described in line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	**1**		
2	Recoveries of prior-year distributions	**2**		
3	Other gross income (see instructions)	**3**		
4	Add lines 1 through 3.	**4**		
5	Depreciation and depletion	**5**		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7	Other expenses (see instructions)	**7**		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	**1a**		
b	Average monthly cash balances	**1b**		
c	Fair market value of other non-exempt-use assets	**1c**		
d	**Total** (add lines 1a, 1b, and 1c)	**1d**		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3	Subtract line 2 from line 1d.	**3**		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6	Multiply line 5 by 0.035.	**6**		
7	Recoveries of prior-year distributions	**7**		
8	**Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	**1**		
2	Enter 0.85 of line 1.	**2**		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	**3**		
4	Enter greater of line 2 or line 3.	**4**		
5	Income tax imposed in prior year	**5**		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6 Other distributions (describe in **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9 Distributable amount for 2020 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2020**	**(iii) Distributable Amount for 2020**
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7 **Excess distributions carryover to 2021.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		1,239,924.	857,560.	382,364.
d Equipment		479,276.	376,986.	102,290.
e Other		148,201.	147,116.	1,085.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				485,739.

Part VII Investments – Other Securities. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) Security Deposit	1,708,560.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	1,708,560.

Part X Other Liabilities.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Deferred Rent	39,026.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	39,026.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	10,193,435.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	232,961.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	232,961.
3	Subtract line **2e** from line **1**			3	9,960,474.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	9,960,474.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	8,351,856.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	232,961.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	232,961.
3	Subtract line **2e** from line **1**			3	8,118,895.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	8,118,895.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for the periods ending June 30, 2018 and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The School's nondiscriminatory policy is stated in all solicitation materials.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

State and local government per pupil funding, federal Title funding, and other contracts with state and local governments in connection with the charter school status.

SCHEDULE J
(Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.**

► **Attach to Form 990.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I Questions Regarding Compensation

		Yes	No
1 a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
	☐ First-class or charter travel ☐ Housing allowance or residence for personal use		
	☐ Travel for companions ☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account ☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain **1 b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a? **2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
	☐ Compensation committee ☐ Written employment contract		
	☐ Independent compensation consultant ☒ Compensation survey or study		
	☐ Form 990 of other organizations ☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a	Receive a severance payment or change-of-control payment? **4 a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan? **4 b**		X
c	Participate in or receive payment from an equity-based compensation arrangement? **4 c**		X
	If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a	The organization? **5 a**		X
b	Any related organization? **5 b**		X
	If 'Yes' on line 5a or 5b, describe in Part III.		
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a	The organization? **6 a**		X
b	Any related organization? **6 b**		X
	If 'Yes' on line 6a or 6b, describe in Part III.		
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III **7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III **8**		X
9	If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? **9**		

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns(B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
			(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
1	Suyin So - thru 9/2020 Executive Dir.	(i) (ii)	262,290. 0.	0. 0.	0. 0.	0. 0.	0. 0.	262,290. 0.	0. 0.
2	Glenn Liebeck School Director	(i) (ii)	159,517. 0.	0. 0.	0. 0.	0. 0.	0. 0.	159,517. 0.	0. 0.
3		(i) (ii)							
4		(i) (ii)							
5		(i) (ii)							
6		(i) (ii)							
7		(i) (ii)							
8		(i) (ii)							
9		(i) (ii)							
10		(i) (ii)							
11		(i) (ii)							
12		(i) (ii)							
13		(i) (ii)							
14		(i) (ii)							
15		(i) (ii)							
16		(i) (ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE O (Form 990 or 990-EZ)	Supplemental Information to Form 990 or 990-EZ	OMB No. 1545-0047
Department of the Treasury Internal Revenue Service	Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information. ► Attach to Form 990 or 990-EZ. ► Go to *www.irs.gov/Form990* for the latest information.	2020 Open to Public Inspection

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Form 990, Part III, Line 1 - Organization Mission

The mission of the Central Queens Academy Charter School is to prepare students for success in education, the workforce, and the community though a school that integrates literacy, high standards-based academics, and culturally responsive supportive services.

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The organization has a board approved conflicts of interest policy. Each board member must fill out an annual declaration stating they had no conflicts or identifying the nature of their interested party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Each year, the executive committee reviews the performance of the executive director and head of school. The executive committee considers comparable salaries for these positions based on a recognized study. After a deliberation of this matter, a new proposed salary and benefit package is approved and documented by the board of directors.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

Each year, the executive director and head of school review the performance of their respective direct reports (CFO and other key employees). They consider comparable salaries for these positions based on a recognized study and approve and document a new salary and benefit package for these employees.

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Federal tax law does not require that such documents be made publicly available except as part of a form that is publicly available such as form 1023 or form 1024.

Form 990, Part XI, Line 9
Other Changes In Net Assets Or Fund Balances

Lease termination fee	$ 500,000.
Loss on impairment of fixed assets	-337,708.
Return of grant funds	-280,000.
Total	$ -117,708.

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning 7/01 , 2021, and ending 6/30 , 20 2022

B Check if applicable:
- [X] Address change
- [ ] Name change
- [ ] Initial return
- [ ] Final return/terminated
- [ ] Amended return
- [ ] Application pending

C
Central Queens Academy Charter School
88-14 Justice Avenue
Elmhurst, NY 11373

D Employer identification number
45-3686922

E Telephone number
(718) 271-6200

G Gross receipts $ 12,175,425.

F Name and address of principal officer: Ashish Kapadia
Same As C Above

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. See instructions.

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◄ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ► http://www.centralqueensacademy.org

H(c) Group exemption number ►

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ► **L** Year of formation: 2011 **M** State of legal domicile: NY

Part I Summary

1 Briefly describe the organization's mission or most significant activities: The mission of the Central Queens Academy Charter School is to prepare students for success in education, the workforce, and the community though a school that integrates literacy, high standards-based academics, and culturally responsive supportive services.

2 Check this box ► [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	11
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	11
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	82
6	Total number of volunteers (estimate if necessary)	6	13
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	9,896,625.	12,112,016.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	53,770.	20,445.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	10,079.	42,964.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	9,960,474.	12,175,425.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	5,796,636.	6,961,657.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ► 394,416.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	2,322,259.	3,007,949.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	8,118,895.	9,969,606.
19	Revenue less expenses. Subtract line 18 from line 12	1,841,579.	2,205,819.

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	11,574,386.	14,405,586.
21	Total liabilities (Part X, line 26)	1,092,909.	1,718,290.
22	Net assets or fund balances. Subtract line 21 from line 20	10,481,477.	12,687,296.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer — Date

Ashish Kapadia — Executive Director
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: Michael Schall	Preparer's signature: Michael Schall	Date: 2/14/2023	Check [ ] if self-employed; PTIN: P02024184
Firm's name ► SAX LLP			
Firm's address ► 389 INTERPACE PARKWAY; STE 3 PARISPPANY, NJ 07054			Firm's EIN ► 81-2950760 Phone no. (212) 268-2804

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning 7/01, 2021, and ending 6/30, 20 2022

► **Do not send to the IRS. Keep for your records.**
► **Go to *www.irs.gov/Form8879TE* for the latest information.**

OMB No. 1545-0047

2021

Name of filer	EIN or SSN
Central Queens Academy Charter School	45-3686922

Name and title of officer or person subject to tax

Ashish Kapadia Executive Director

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ►	[X]	**b** Total revenue, if any (Form 990, Part VIII, column (A), line 12)	**1b** 12,175,425.
2a Form 990-EZ check here ►	[ ]	**b** Total revenue, if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ►	[ ]	**b** Total tax (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ►	[ ]	**b** Tax based on investment income (Form 990-PF, Part V, line 5)	**4b**
5a Form 8868 check here ►	[ ]	**b** Balance due (Form 8868, line 3c)	**5b**
6a Form 990-T check here ►	[ ]	**b** Total tax (Form 990-T, Part III, line 4)	**6b**
7a Form 4720 check here ►	[ ]	**b** Total tax (Form 4720, Part III, line 1)	**7b**
8a Form 5227 check here ►	[ ]	**b** FMV of assets at end of tax year (Form 5227, Item D)	**8b**
9a Form 5330 check here ►	[ ]	**b** Tax due (Form 5330, Part II, line 19)	**9b**
10a Form 8038-CP check here ►	[ ]	**b** Amount of credit payment requested (Form 8038-CP, Part III, line 22)	**10b**

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize SAX LLP to enter my PIN 00037 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ► Ashish Kapadia Date ► February 10, 2023

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 20907277777

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ► 2/14/2023

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8868**
(Rev. January 2022)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.	Taxpayer identification number (TIN)
Central Queens Academy Charter School	45-3686922

Number, street, and room or suite number. If a P.O. box, see instructions.
55-30 Junction Blvd

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Elmhurst, NY 11373

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ► Michelle Dalpiaz

  Telephone No. ► (718)271-6200 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 23, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 21, and ending 6/30, 20 22.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 8,385,802. including grants of $) (Revenue $)

Central Queens Academy Charter School is a public charter middle school serving the families and students of Community School District 24 in Queens, New York. The School provides a rigorous, college-prepatory program designed to work specifically with English language learners, the nation's fastest growing student population.

For the last 9 consecutive years of available NYS state exam data, our students have outperformed city, state and district in every grade; Achieved clean financial audit for 2022.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 8,385,802.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments — other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments — program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d	X	
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29	X	
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	11		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return. **2a** 82			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file*. See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year. **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see the instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If 'Yes,' complete Form 6069.	**17**		

Part VI **Governance, Management, and Disclosure.** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year . . . . . If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	**1a**	11		
b Enter the number of voting members included on line 1a, above, who are independent	**1b**	11		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	**2**			X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	**3**			X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	**4**			X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?	**5**			X
6 Did the organization have members or stockholders?	**6**			X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	**7a**			X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	**7b**			X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?	**8a**		X	
b Each committee with authority to act on behalf of the governing body?	**8b**		X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O.*	**9**			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

		Yes	No
10a Did the organization have local chapters, branches, or affiliates?	**10a**		X
b If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	**10b**		
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	**11a**	X	
b Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	**12a**	X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	**12b**	X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe on Schedule O how this was done.* . . . . See Schedule O	**12c**	X	
13 Did the organization have a written whistleblower policy?	**13**	X	
14 Did the organization have a written document retention and destruction policy?	**14**	X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a The organization's CEO, Executive Director, or top management official . . . See Schedule O	**15a**	X	
b Other officers or key employees of the organization . . . See Schedule O	**15b**	X	
If 'Yes' to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	**16a**		X
b If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	**16b**		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Michelle Dalpiaz 88-14 Justice Avenue Elmhurst NY 11373 (718)271-6200

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII. ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Ashish Kapadia	40									
Executive Dir.	0			X				186,192.	0.	0.
(2) Glenn Liebeck	40									
School Director	0					X		171,850.	0.	0.
(3) Michelle Dalpiaz	40									
CFO	0			X				145,823.	0.	16,292.
(4) DeeAnn Martell	40									
Principal	0					X		141,539.	0.	7,058.
(5) Michelle Feirman	40									
Principal	0					X		147,808.	0.	0.
(6) Therese Paskoff	40									
Dir. of Operation	0					X		144,593.	0.	0.
(7) Melissa Kinsella	40									
Dir of Advancement	0					X		123,790.	0.	12,260.
(8) Joyce Wu	1									
Chair	0	X		X				0.	0.	0.
(9) Sonia Park	1									
Co-Vice Chair	0	X		X				0.	0.	0.
(10) Catherine Tse	1									
Co-Vice Chair	0	X		X				0.	0.	0.
(11) Rick Ruvkun	1									
Treasurer	0	X		X				0.	0.	0.
(12) Megha Jain	1									
Secretary	0	X		X				0.	0.	0.
(13) Annee Kim	1									
Trustee	0	X						0.	0.	0.
(14) Maribel Lara	1									
Trustee	0	X						0.	0.	0.

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) Michael Lee	1									
Trustee	0	X						0.	0.	0.
(16) Tom Ng	1									
Trustee	0	X						0.	0.	0.
(17) Bruce Saber	1									
Trustee	0	X						0.	0.	0.
(18) Sabir Semerkant	1									
Trustee	0	X						0.	0.	0.
(19) David Nitkin (thru 12/31/21)	1									
Trustee	0	X						0.	0.	0.
(20) Arunabha Bhoumik (thru 6/13/22	1									
Trustee	0	X						0.	0.	0.
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal								1,061,595.	0.	35,610.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,061,595.	0.	35,610.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 10

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person.*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
Gluck Architectural Collaborative 423 W 127th Street #6 New York, NY	Architect	338,603.
Ingram 150 E 42nd Street, Fl.19 New York, NY 10017	Legal services	152,296.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 2

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	10,839,343.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	1,272,673.				
	g Noncash contributions included in lines 1a-1f	1g	39,747.				
	h **Total.** Add lines 1a-1f			12,112,016.			
Program Service Revenue		Business Code					
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			20,445.			20,445.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
	11a Miscellaneous income	900099		42,964.	42,964.		
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d			42,964.			
	12 **Total revenue.** See instructions			12,175,425.	42,964.	0.	20,445.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	359,292.	0.	228,934.	130,358.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	5,557,883.	5,008,770.	385,852.	163,261.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	111,262.	98,391.	9,830.	3,041.
9 Other employee benefits	430,868.	395,431.	26,470.	8,967.
10 Payroll taxes	502,352.	444,238.	44,380.	13,734.
11 Fees for services (nonemployees):				
a Management				
b Legal	13,136.		13,136.	
c Accounting	26,971.		26,971.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	115,548.	95,505.	17,091.	2,952.
12 Advertising and promotion				
13 Office expenses	18,932.	16,742.	1,673.	517.
14 Information technology	88,541.	78,298.	7,822.	2,421.
15 Royalties				
16 Occupancy	2,075,310.	1,680,476.	342,883.	51,951.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	103,886.	91,868.	9,178.	2,840.
23 Insurance	67,262.	59,481.	5,942.	1,839.
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a Classroom Supplies	168,118.	168,118.		
b Student & Staff Recruitment	82,708.	66,773.	6,671.	9,264.
c Curriculum & Classroom	60,099.	60,099.		
d Utilities	55,763.	49,313.	4,926.	1,524.
e All other expenses	131,675.	72,299.	57,629.	1,747.
25 **Total functional expenses.** Add lines 1 through 24e	9,969,606.	8,385,802.	1,189,388.	394,416.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X. ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		534,735.	1	497,375.
	2	Savings and temporary cash investments		8,252,037.	2	10,355,187.
	3	Pledges and grants receivable, net		377,502.	3	843,664.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		215,813.	9	167,801.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 2,310,586.			
	b	Less: accumulated depreciation	10b 1,485,547.	485,739.	10c	825,039.
	11	Investments — publicly traded securities			11	
	12	Investments — other securities. See Part IV, line 11			12	
	13	Investments — program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		1,708,560.	15	1,716,520.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		11,574,386.	16	14,405,586.
Liabilities	17	Accounts payable and accrued expenses		1,013,697.	17	1,606,906.
	18	Grants payable			18	
	19	Deferred revenue		40,186.	19	67,878.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		39,026.	25	43,506.
	26	**Total liabilities.** Add lines 17 through 25		1,092,909.	26	1,718,290.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		10,102,606.	27	12,312,163.
	28	Net assets with donor restrictions		378,871.	28	375,133.
		Organizations that do not follow FASB ASC 958, check here ► [ ] and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		10,481,477.	32	12,687,296.
	33	Total liabilities and net assets/fund balances		11,574,386.	33	14,405,586.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	12,175,425.
2	Total expenses (must equal Part IX, column (A), line 25)	2	9,969,606.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,205,819.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	10,481,477.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	12,687,296.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) **12**

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . . . ► ☐

Section C. Computation of Public Support Percentage

14	Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f))	**14**	%
15	Public support percentage from 2020 Schedule A, Part II, line 14	**15**	%

16a 33-1/3% support test—2021. If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ► ☐

b 33-1/3% support test—2020. If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ► ☐

17a 10%-facts-and-circumstances test—2021. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization . . . . . ► ☐

b 10%-facts-and-circumstances test—2020. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization . . . . . ► ☐

18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . . . ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2021.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If 'Yes,' complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described on line 11a above?	**11b**	
c	A 35% controlled entity of a person described on line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? ***If 'Yes,' explain in Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D — Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	**1**	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	**2**	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	**3**	
4 Amounts paid to acquire exempt-use assets	**4**	
5 Qualified set-aside amounts (prior IRS approval required — *provide details in* ***Part VI***)	**5**	
6 Other distributions (describe in **Part VI**). See instructions.	**6**	
7 **Total annual distributions.** Add lines 1 through 6.	**7**	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	**8**	
9 Distributable amount for 2021 from Section C, line 6	**9**	
10 Line 8 amount divided by line 9 amount	**10**	

Section E — Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2021**	**(iii) Distributable Amount for 2021**
1 Distributable amount for 2021 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2021 (reasonable cause required — *explain in* ***Part VI***). See instructions.			
3 Excess distributions carryover, if any, to 2021			
a From 2016			
b From 2017			
c From 2018			
d From 2019			
e From 2020			
f **Total** of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2021 distributable amount			
i Carryover from 2016 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2021 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2021 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6 Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7 **Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2017			
b Excess from 2018			
c Excess from 2019			
d Excess from 2020			
e Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		1,433,274.	863,121.	570,153.
d Equipment		683,467.	466,723.	216,744.
e Other		193,845.	155,703.	38,142.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				825,039.

Part VII Investments – Other Securities. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) Security Deposit	1,716,520.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	1,716,520.

Part X Other Liabilities.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) Capital lease payable	43,506.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	43,506.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII . . . . . See Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	12,245,566.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	70,141.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	70,141.
3	Subtract line **2e** from line **1**			3	12,175,425.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	12,175,425.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	10,039,747.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	70,141.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	70,141.
3	Subtract line **2e** from line **1**			3	9,969,606.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	9,969,606.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for the periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
	The School's nondiscriminatory policy is stated in all solicitation materials.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

State and local government per pupil funding, federal Title funding, and other contracts with state and local governments in connection with the charter school status.

SCHEDULE J
(Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.**

► **Attach to Form 990.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I Questions Regarding Compensation

		Yes	No
1 a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
	☐ First-class or charter travel		
	☐ Travel for companions		
	☐ Tax indemnification and gross-up payments		
	☐ Discretionary spending account		
	☐ Housing allowance or residence for personal use		
	☐ Payments for business use of personal residence		
	☐ Health or social club dues or initiation fees		
	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain . . . . . **1 b**		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a? **2**		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
	☐ Compensation committee		
	☐ Independent compensation consultant		
	☐ Form 990 of other organizations		
	☒ Written employment contract		
	☒ Compensation survey or study		
	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a	Receive a severance payment or change-of-control payment? . . . . . **4 a**		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan? . . . . . **4 b**		X
c	Participate in or receive payment from an equity-based compensation arrangement? . . . . . **4 c**		X
	If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.		
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a	The organization? . . . . . **5 a**		X
b	Any related organization? . . . . . **5 b**		X
	If 'Yes' on line 5a or 5b, describe in Part III.		
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a	The organization? . . . . . **6 a**		X
b	Any related organization? . . . . . **6 b**		X
	If 'Yes' on line 6a or 6b, describe in Part III.		
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III **7**		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III **8**		X
9	If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? **9**		

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

	(A) Name and Title		**(B)** Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			**(C)** Retirement and other deferred compensation	**(D)** Nontaxable benefits	**(E)** Total of columns(B)(i)-(D)	**(F)** Compensation in column (B) reported as deferred on prior Form 990
			(i) Base compensation	**(ii)** Bonus & incentive compensation	**(iii)** Other reportable compensation				
1	Ashish Kapadia Executive Dir.	(i)	186,192.	0.	0.	0.	0.	186,192.	0.
		(ii)	0.	0.	0.	0.	0.	0.	0.
2	Michelle Dalpiaz CFO	(i)	145,823.	0.	0.	0.	16,292.	162,115.	0.
		(ii)	0.	0.	0.	0.	0.	0.	0.
3	Glenn Liebeck School Director	(i)	171,850.	0.	0.	0.	0.	171,850.	0.
		(ii)	0.	0.	0.	0.	0.	0.	0.
4		(i)							
		(ii)							
5		(i)							
		(ii)							
6		(i)							
		(ii)							
7		(i)							
		(ii)							
8		(i)							
		(ii)							
9		(i)							
		(ii)							
10		(i)							
		(ii)							
11		(i)							
		(ii)							
12		(i)							
		(ii)							
13		(i)							
		(ii)							
14		(i)							
		(ii)							
15		(i)							
		(ii)							
16		(i)							
		(ii)							

Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

SCHEDULE M (Form 990)

Department of the Treasury
Internal Revenue Service

Noncash Contributions

- ► **Complete if the organizations answered 'Yes' on Form 990, Part IV, lines 29 or 30.**
- ► **Attach to Form 990.**
- ► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Central Queens Academy Charter School

Employer identification number

45-3686922

Part I Types of Property

		(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1	Art — Works of art				
2	Art — Historical treasures				
3	Art — Fractional interests				
4	Books and publications				
5	Clothing and household goods				
6	Cars and other vehicles				
7	Boats and planes				
8	Intellectual property				
9	Securities — Publicly traded	X	1	39,747.	FMV
10	Securities — Closely held stock				
11	Securities — Partnership, LLC, or trust interests				
12	Securities — Miscellaneous				
13	Qualified conservation contribution — Historic structures				
14	Qualified conservation contribution — Other				
15	Real estate — Residential				
16	Real estate — Commercial				
17	Real estate — Other				
18	Collectibles				
19	Food inventory				
20	Drugs and medical supplies				
21	Taxidermy				
22	Historical artifacts				
23	Scientific specimens				
24	Archeological artifacts				
25	Other ► ( )				
26	Other ► ( )				
27	Other ► ( )				
28	Other ► ( )				

29	Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part V, Donee Acknowledgement	29	

			Yes	No
30a	During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?	30a		X
b	If 'Yes,' describe the arrangement in Part II.			
31	Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?	31		X
32a	Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?	32a		X
b	If 'Yes,' describe in Part II.			
33	If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.			

Part II **Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

SCHEDULE O (Form 990)	Supplemental Information to Form 990 or 990-EZ	OMB No. 1545-0047
Department of the Treasury Internal Revenue Service	Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information. ► Attach to Form 990 or Form 990-EZ. ► Go to *www.irs.gov/Form990* for the latest information.	2021 Open to Public Inspection

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Form 990, Part III, Line 1 - Organization Mission

The mission of the Central Queens Academy Charter School is to prepare students for success in education, the workforce, and the community though a school that integrates literacy, high standards-based academics, and culturally responsive supportive services.

Form 990, Part VI, Line 11b - Form 990 Review Process

Management reviewed a draft of the form 990 with the audit/finance committee and provided edits to the tax preparer. After this process was performed, the form 990 was sent to the full board of directors prior to being filed with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The organization has a board approved conflict of interest policy. Each board member must fill out an annual declaration stating they had no conflicts or identifying the nature of their interested party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Each year, the executive committee reviews the performance of the executive director and head of school. The executive committee considers comparable salaries for these positions based on a recognized study. After a deliberation of this matter, a new proposed salary and benefit package is approved and documented by the board of directors.

Form 990, Part VI, Line 15b - Compensation Review & Approval Process - Officers & Key Employees

Each year, the executive director and head of school review the performance of their respective direct reports (CFO and other key employees). They consider comparable salaries for these positions based on a recognized study and approve and document a new salary and benefit package for these employees.

Name of the organization	Employer identification number
Central Queens Academy Charter School	45-3686922

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Federal tax law does not require that such documents be made publicly available except as part of a form that is publicly available such as form 1023 or form 1024.

BPA S09e Litigation

Since inception, CQA has been a named party in three causes of action:

1) 2012 Personal injury matter arising from pedestrian tripping on sidewalk owned by CQA's landlord. Matter privately settled through insurance.
2) 2014 Personal injury matter arising from construction worker making repairs to CQA's rented building. Matter privately settled through insurance.
3) 2018 Personal injury matter regarding parents of student in automobile accident away from CQA premises. Matter referred to insurance carrier and did not become official litigation.