



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 06/27/2019 • Last updated: 10/31/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME GRAND CONCOURSE ACADEMY CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name GCA
(Optional)

b. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 8

d. DATE OF INITIAL CHARTER 7/2004

e. DATE FIRST OPENED FOR INSTRUCTION 9/2004

h. SCHOOL WEB ADDRESS (URL) <https://gcacs.org/>

i. TOTAL MAX APPROVED 95
ENROLLMENT FOR THE 2018-19
SCHOOL YEAR (exclude Pre-K
program enrollment)

j. TOTAL STUDENT ENROLLMENT 559
ON JUNE 30, 2019 (exclude Pre-K
program enrollment)

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program
students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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l1. DOES THE SCHOOL CONTRACT No
WITH A CHARTER OR
EDUCATIONAL MANAGEMENT
ORGANIZATION?

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	625 Bolton Ave Bronx, NY 10473	718 84 505	NYC CSD 9	K 8	no

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ira Victor			
Operational Leader	Michael Simonetti			
Compliance Contact	Martin McDowell			
Complaint Contact	Martin McDowell			
DASA Coordinator	Evelyn Velez			
Phone Contact for After Hours Emergencies	Ira Victor			

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

Private Space

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

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

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

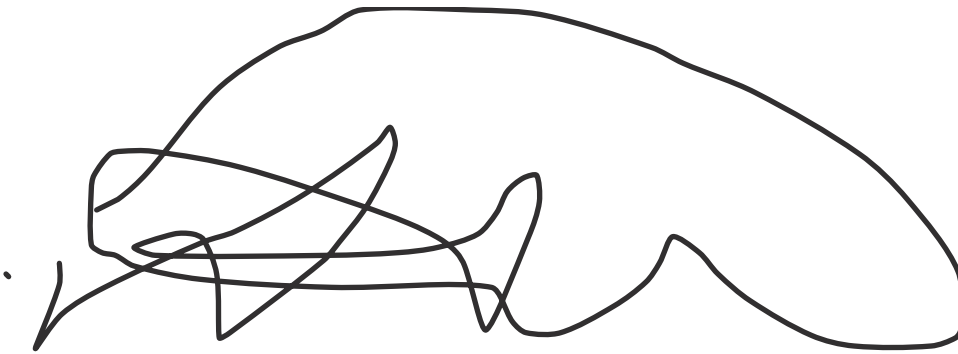
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws,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

Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to be 'J. Miller', written on a white background.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'J. Miller', written on a white background.

Date

2019/10/31

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/24/2019

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/essa.php?year=2018&instid=800000057943>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)



G.C.A. CHARTER SCHOOL

**Grand Concourse Academy
Charter School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Ira Victor, Executive Director/
Founding Principal

625 Bolton Avenue, Bronx, NY 10473
Phone: 718-684-6505

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira Victor, Executive Director/Founding Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Arlene Hall-Waisburd	Chair
Howard Banker	Treasurer
Linda Manley	Secretary
Richard Conley	Trustee
Jaye Fox	Trustee
Veronica DeJesus	Trustee
Lucia Mariani	Trustee

Ira Victor has served as the school leader since 2004.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

In a concentrated effort to prepare our students for entry into the very best high schools in New York City, GCACS seeks to foster a sense of strong character, ethics, and personal responsibility, as well as, high expectations for academic success.

GCACS places a strong emphasis on the CORE subject areas, as well as, offering focused enrichment in sports, music, dance, Greek studies, art, drama, STEM activities, and critical thinking skills. The Grand Concourse Academy Charter School diligently seeks to prepare students to meet and/or exceed New York State Standards in English Language Arts, Mathematics, Science, and Social Studies. The school aligns and adjusts student learning to State Standards and uses a variety of ongoing cyclical assessments to measure student progress in skills and content learning.

GCACS provides multiple opportunities professional development opportunities aligned to the instructional program, and diligently seeks and encourages active parental involvement and participation in the academic goals of the student. In addition, the school will engage a variety of community organizations and community leaders as partners in obtaining needed resources to help ensure the academic success of every student. In addition, GCACS students are given multiple opportunities to demonstrate advanced skills in the arts.

OUR PHILOSOPHY

The fundamental belief at the Academy is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can achieve and learn. They shall have differentiated opportunities to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

GCA encourages teachers to engage in a “Performance-based/Mastery Instructional Model”, so that our students master both basic skills, as well as, the higher-level thinking skills they will need after graduation. Performance-based classes are designed for learning not teaching, and students learn through multiple demonstrations and explanations. Children learn by doing. Mastery learning requires pedagogues to create multiple opportunities for numerous and varied teaching approaches to guarantee successful student outcomes. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science. Therefore, learning maps are provided to allow these opportunities to take place with a six (6) to seven (7) week learning cycle. Students are informally tested frequently to ensure learning takes place.

Our school slogan is *“Young children...Great Visions...Extraordinary Achievements”*

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

We are a successful, mature charter school committed to empowering all students to be active participants through a discovery model in obtaining critical thinking skills that inspires a love for lifelong learning in a safe and low risk environment.

As young adolescents transition out of the elementary phase of their educational life, a smooth transition into the Middle School years has a profound effect on the social, emotional, and cognitive life of the student. Therefore, it is necessary to develop special instructional, curricular, and administrative changes. GCA provides a safe-school environment, student-initiated learning with a meaningful curriculum, and enables students to share roles in decision-making, and provide strong adult role models.

This year will prove to be exciting, as well as motivating, as children begin the 2019-2020 school year in our brand new, state-of-the art 45,500 square foot new school building! We will be able to provide our students with many opportunities for discovery in our new Science Lab, and to develop their academic, critical thinking strategies, advanced reasoning skills, as well as, leadership, and organizational skills in new bright, airy classrooms, Library/Technology center, art rooms and music rooms. Students will continue their study of Greek language, culture and mythology. A large gymnasium will provide students with new fun experiences, both indoors and out as they participate in sports teams, (soccer, basketball, volleyball), or play in one of our two new playgrounds, and walk or jog the ¼ mile school track.

As we embark on a new school experience, the importance of further develop and refine a Social Emotional philosophy that will ensure that social-emotional development is equally important as academic development. We are expanding “Responsive Classrooms” school-wide as our path to merging cognitive growth with social interactions. A core team of staff members attended an intensive week of training and will turnkey to all staff in August. Our focus is further cooperation, empathy, responsibility, and self-control among our students through knowing our students and their families, demonstrating our adults in the schoolwork collaboratively, convening “Morning Meetings” of various styles according to grade level, and using simple gestures to gain students’ attention and to regain control and/or redirect behavior. Adults and students will collaboratively develop a tight set of rules with logical consequences in an active learning environment that enable students to work in flexible groups and as independent learners. The Guidance Counselor will work with at-risk students individually, and in groups, to help students develop strategies and ways to solve problems in a healthy manner.

In Early Childhood, (Grades K-1), it is necessary to teach the foundations of numeracy, problem-solving, and literacy, as well as, build the foundation to create the possibility for dramatic increases in language and literacy skills, math skills, social-emotional skills, and fine motor skills that are critical building blocks to later success. Every kindergarten class has a full-time teacher and a full-time certified Teacher Assistant. The Kindergarten Integrated Co-Teaching class also has an additional teacher part of the day, as well as a Teacher Assistant for the second half of the day. During the first two weeks of school, Kindergarten teachers administer a one to one baseline assessment to

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

determine the child's basic knowledge writing name, counting to twenty, identifying capital and lowercase letters, and sight words). Teachers are able to form instructional groups by the end of September in order to meet the diverse academic needs of the children through grouping.

The Grade 1 Integrated Co-Teaching class has a Special Education Teacher full time and a Special Education Teacher most of the school day. Children have many opportunities for healthy outdoor and indoor play, as there are two outdoor playgrounds, and a large indoor gymnasium in the building. Outdoor play areas provide a rich arena for natural exploration and physical development. Grades 2-8 Integrated Co-Teaching classes also have two teachers (one General Education Teacher and one Special Education Teacher) for at least three hours a day. Additionally, we have created an "at-risk" Grade 1 class of approximately fifteen (15) students with a teacher and a Teaching Assistant for part of the day to address deficits in academics, and to provide additional support for students with developmental delays, disabilities, and/or behavioral issues. The teacher assigned to this class has had experience in addressing students' needs in these areas.

Grade 2 is the "transition" year in which teachers support children making the transition from "learning to read" to "reading to learn." A second teacher is assigned to each grade 2 class for reading instruction.

Teachers in Grades 1-8 administer Baseline Reading and Math assessments to determine instructional groups at the onset of the school year.

There is an Integrated Co-Teaching class on every grade from K-8. In Grades K-8, a teacher will be assigned for Academic Intervention Services in Literacy and Math.

For the 2019-2020 school year, we are changing our reading program to a research-based design for Grades K-5 by Houghton Mifflin: **Into Reading**. This program includes Big Books for Shared Reading in lower grades, phonemic awareness and letter recognition in Kindergarten, phonics and handwriting in Grades K-5, daily opportunities for Close Reading, and levelled classroom libraries. The instructional design of **Into Reading** promotes a culture that cultivates student choice and fosters literacy motivation through high-quality engaging text sets, small group lessons, with assessments that provide ongoing insights into students' proficiency levels in Foundational Skills, Reading, Language, Writing and Research, Listening and Viewing. Digital access to all program components provide a rich opportunity for blended learning.

We will continue to use **Collections** in Grades 6-8 with additional focused instruction on the supplemental components of Close Reading and Performance Assessments, with more rigorous emphasis on research, essays and informational, narrative, and persuasive writing. **Collections** engages Middle School students with rigorous and relevant instructional materials that provide opportunities for them to become proficient and powerful readers.

Curriculum Maps/Pacing Charts developed by teachers encompasses six cycles, reflecting six to seven weeks of instruction. Assessments are administered at the end of each cycle for all grades, except

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Kindergarten who are not assessed again formally until after Cycle 2. Grades 3-8 receive mid-cycle assessments on skills and strategies taught during the first part of the cycle in order to determine which students have not mastered those skills/strategies. Grades 1 and 2 will begin mid-cycle assessments at the end of Cycle 2, in addition to weekly assessment results.

Grades 5-8 departmentalize for double blocks of Literacy and Math and for Science and Social Studies. Integrated Co-Teaching classes in Grades 5 and 6 remain intact and support varies throughout the day as Special Ed teachers push into the class for IEP-mandated instructional areas.

All teachers support students in developing higher order thinking skills and strategies by creating question prompts that require students to employ higher order thinking skills and create interim goals and benchmarks for reading and mathematics. The Science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking. A state-of-the-art Science Lab, furnished with curricular-aligned materials and supplies will provide children with many opportunities to create, plan, and discover.

Analyzing and sharing data is a school-wide focus evident through many measures. All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year.

GCA is committed to educating the whole child through the arts and extracurricular clubs. Two part-time visual arts teachers and three music teachers, one dance teacher and a Greek studies teacher provide all students with at least one period of music or visual arts instruction per week. Students have many opportunities to perform in programs that will highlight student achievement in the arts (galleries, performances, chorus, etc.). Participation in the arts helps to promote creativity, imagination, self-confidence, multicultural awareness and a love for those opportunities that allow these interests to get the recognition they deserve. Every child needs the chance to explore his or her ability to draw, paint, sing, dance or sculpt with clay.

It is imperative for a successful school to have strong collaboration among, staff, parents, and students. Parents are integral partners in our school community. The Parent Liaison conducts ongoing parent outreach, and parents are notified through our digital and telecommunications Messenger service, as well as, through Jupiter, our online grading and teacher record-keeping system. Parent Workshops are scheduled throughout the year to ensure our graduating 8th graders are afforded the opportunity to attend the best high schools.

For the 2019-2020 school year, we have scheduled an afterschool program from mid-October, 2019 through May, 2020 for three days per week (Tuesday, Wednesday, and Thursday) from 3:30-5:30 PM for grades 3-8. Experienced instructional staff provides support for academics and students have the opportunity to engage in enrichment activities such as art, chorus, physical education, and music.

Students in Grade 8 will attend a three day, nature-based/team-building workshops at the Pocono Environmental Education Center (PEEC) to participate in authentic STEM activities that are aligned with New York State Standards and will provide students opportunities to engage in real-world critical thinking and authentic writing through problem-solving. We have identified critical thinking and

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problem solving as an area of need, and the experiences at PEEC will support students in achieving mastery in these areas.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	44	59	66	83	85	51				388
2015-16	101	68	67	65	73	81	44			499
2016-17	68	98	69	70	56	70	70	37		536
2017-18	68	72	74	63	62	61	50	56	38	544
2018-19	63	74	85	76	60	60	63	50	52	583

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

Grand Concourse Academy Charter School uses Common Core-aligned curricula for all grades. GCA utilized Pearson *Reading Street* Common Core as the primary reading component of our English Language Arts Curriculum in Grades K-5 for the past fourteen (14) years, but we have decided to move towards a more comprehensive program with high quality, engaging texts; *Into Reading*. For grades 6 through 8, we will continue to use a Middle School Close Reading Program, *Collections*.

We believe strongly that our core language arts instruction, with regular internal assessments driving differentiation, remediation, and enrichment, has been the driving factor behind the multi-subject successes we have had in Mathematics, Science and Social Studies. It is apparent that Grand Concourse Academy Charter School has placed the teaching of literacy at the forefront of our instructional goals and ensures that all of the elements of language arts (reading, writing, speaking and listening) are addressed with dedication and intensity.

Identified students receive supplemental support with *Explode the Code*, in grades K-2 for at-risk students, students with disabilities, and English Language Learners, in grades 3-5. *Explode the Code* offers consistency to those who require remediation throughout their years at GCACS. The program includes systematic, direct phonics and phonemic awareness instruction, provides practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

The primary writing focus at GCA has been the three “Power Standards,” (Informational, Argument /Opinion, and Narrative). Students are encouraged to write throughout the day, and for multiple purposes (responses to literature, journal writing, math responses, etc.)

We purchased new McGraw Hill Education Social Studies textbooks that *specifically* address New York State Social Studies Standards. These textbooks were bought for Grades 3-8 and provide the students with project-based common core tasks and research-based projects. The books also provide the students with another opportunity to read nonfiction texts. We have adjusted our Curriculum Maps to reflect this product, as well as, the New York State Social Studies Standards. The students appear excited over the integration of content area reading and a project-based approach to Social Studies. Students in Grade 2 engage in Social Studies activities through New York State referenced topics in a weekly news magazine, “Social Studies Weekly.” Social Studies topics and activities are integrated into the Literacy Block in Grades K and 1.

All classroom teachers, Cluster teachers, and Teacher Specialists at GCA (Grades K-8) receive support to address the needs of students at-risk of academic failure. Classroom teachers address the deficiencies in reading and math of their own students. All other pedagogues in the school will be assigned to specific grade levels to support the efforts of classroom teachers in addressing at-risk students.

A supplemental *READY English Language Arts* book targets specific skills and strategies during a third Literacy Block each afternoon in Grades 2-8.

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Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	72				1	73
4	57	2			3	62
5	51	1	1			53
6	62	1				63
7	42	1			1	44
8	51				1	52
All	335	5	1	0	6	347

RESULTS AND EVALUATION

GCACS did not achieve this measure overall; however, students in grades 3 (75%) and 4 (79%) did have greater than 75% proficiency. Although some of the grade levels dropped after advancing to the next year’s content, it was still a strong test administration.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	72	75%	59
4	79%	57	79%	47
5	55%	51	57%	44
6	61%	62	69%	48
7	69%	42	71%	41
8	73%	51	74%	50
All	69%	335	71%	289

ADDITIONAL EVIDENCE

The past two test administrations have been very strong in terms of reaching 75% proficiency in ELA.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	48	80%	56	75%	59
4	65%	46	70%	50	79%	47
5	47%	66	51%	51	57%	44
6	43%	56	79%	47	69%	48
7	68%	38	78%	49	71%	41
8			88%	34	74%	50
All	55%	254	74%	287	71%	289

Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP

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for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The ELA Performance Index (PI) calculates to 178 well above the target Measure of Interim Progress set by NYS of 105.

English Language Arts 2018-19 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
335	4	27	44	25

PI	=	27	+	44	+	25	=	96
				44	+	25	=	69
					+	(.5)*25	=	12.5
						PI	=	178

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

GCACS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in each tested grade and overall by 35 percentage points.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	75%	59	44%	2000
4	79%	47	38%	2106
5	57%	44	32%	2086
6	69%	48	37%	2077
7	71%	41	27%	2062
8	74%	50	38%	2161
All	71%	289	36%	12492

ADDITIONAL EVIDENCE

GCACS consistently outperforms the local district in comparable grade levels year after year.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	58%	30%	80%	39%	75%	44%
4	65%	29%	70%	36%	79%	38%
5	47%	24%	51%	28%	57%	32%
6	43%	20%	79%	37%	69%	37%
7	68%	29%	78%	29%	71%	27%
8			88%	37%	74%	38%
All	55%	26%	74%	34%	71%	36%

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

GCACS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 2.43, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	60	80	37	43	2.41
4	88.9	61	70.5	36	34.4	1.82
5	90.2	56	50	24.3	25.7	1.8
6	96.5	54	79.6	31.7	47.9	3.28
7	84.7	56	71.4	28.7	42.8	2.51
8	94.7	34	88.2	34.7	53.5	3.09
All	91	321	72.3	32	40.3	2.43

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	91.2	263	50.7	23.4	1.63
2016-17	3-7	91.2	299	52.4	23.4	1.88
2017-18	3-8	91	321	72.3	32	2.43

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Goal 1: Growth Measure³

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

GCACS did achieve this growth measure in 2017-18. With an overall mean growth percentiles of 56.9, students in all grades made adequate growth.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.3	50.0
5	52.4	50.0
6	52.2	50.0
7	62.8	50.0
8	61.5	50.0
All	56.9	50.0

ADDITIONAL EVIDENCE

After a slight drop in 2016-17, the mean growth percentiles in all grades were above 50 in 2017-18.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	52.7	47.7	56.3	50.0
5	49.6	52.5	52.4	50.0
6	Data Unavailable	47.0	52.2	50.0
7		49.9	62.8	50.0
8			61.5	50.0
All	<u>51.1</u>	<u>49.4</u>	<u>56.9</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Grand Concourse Academy Charter School came very close to having 75 percent score at proficiency on the New York State English Language Arts exam in 2019, with 71 percent of students in at least their second year at GCA performing at levels 3 & 4. All other ELA accountability measures were met. With plans in place to continue increasing proficiency, we strive to meet all measures next cycle.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved

ACTION PLAN

The leadership team and the teachers of ELA are very proud of the gains we have made in this academic area, however; we set an internal goal to achieve the absolute measure of 75% at proficiency in 2018-19. Based on Students in at least their second year at GCA, our progress in ELA dipped from 74% proficient in 2017-2018 to 71% in 2018-2019. We have set specific goals for grades that are not achieving at the rate we expect by setting a goal of 10% increase in students achieving levels 3 and 4 on NYS ELA and 5% increase for those grades that have achieved above the expected target of 75%. Our goal is to exceed the expectation of 75% and increase it from 71% to

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76% proficiency at grade level. A one to one baseline assessment is administered to all incoming Kindergarten students, and the data informs initial groupings for reading and writing, letter identification and phonemic awareness. Running Record data from Spring 2019 in Grades 1-3, and baseline assessments in Reading and Writing inform literacy instruction, student grouping, re-teaching, and enrichment. With the implementation of a new Reading series in Grades K-5, and more focused support in Grades 6-8, with two Literacy "Section Mentors" to support Early Childhood and Middle School, as well as a mandated AIS Literacy block twice a week in Literacy for all grades, provides academic support and intervention for struggling learners. The new reading series provides students with a solid foundation in the early grades and begins with focused close reading from the onset of the program. Interim assessments, selection quizzes, and weekly tests, as well as ongoing Running Records, provide ongoing data for teachers to change groupings and instruction as needed. Teachers and students will set goals, and students will be trained to self-advocate by informing the teacher when they face difficulties with vocabulary development and/or comprehension.

We have provided an additional period weekly to address both team planning and to provide an opportunity for regularly scheduled ongoing professional development in Literacy. Teachers in all grades receive ongoing, focused support and coaching in the delivery of instruction, administration of running records, and lesson planning in Literacy from the Section Mentors and the Senior Director of Instruction. This support includes ongoing feedback, modeled lessons, and grouping. Professional development and support focus on foundational skills, fluency, higher-order questioning, critical thinking, and writing.

G.C.A. Year to Year ELA Percentages at Performance Levels 3 + 4

Grades	2015-16	2016-17	2017-18	2018-19	2018-19 NYC Bronx District #8
3	65%	58%	80%	75%	44%
4	<u>48%</u>	65%	70%	79%	38%
5	47%	<u>47%</u>	51%	57%	32%
6	44%	43%	<u>79%</u>	69%	37%
7		68%	78%	<u>71%</u>	27%
8			88%	74%	38%
All	51%	55%	74%	71%	36%

An analysis of our in-house data chart targets specific areas of need as students move from grade to grade. For example, we noticed that a specific area of weakness was on our 2017-18 Grade 6 who dropped that year. By working with those students with deliberate review of gaps, along with the 7th grade curriculum, they increased from 51% proficient in spring 2018 to 69% proficient in 2019. GCACS had a very busy year in 2018-19 preparing for our move. We take great pride in the

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tremendous gains we have made in Literacy and will continue to reinforce-best practices as we move forward and transition into the NextGen Standards.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

BACKGROUND

Grand Concourse Academy uses a standards-based Mathematics curriculum. GCA implements both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series, ***Pearson enVision MATH 2.0*** for all students in Grades K-8. A supplemental **Ready Mathematics Instruction** program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice for each standard and for problem solving.

Based on a review of the Item Analysis for Math on the June Instructional Report provided by New York State in June 2019, the instructional design for math in the upcoming school year will include Math Review Packets throughout the year that address each strand in each standard before the teaching of new curriculum in Grades 3-8. Therefore, each new curricular topic will be devoted to skills and strategies review, focusing on reducing deficit areas. Students in Grades 3-8 take an extensive baseline test before instruction begins, and teachers analyze the data and plan together to focus instruction and review on the areas in which students are deficient. Math classes will receive AIS support from teachers and TA's trained in the intervention materials provided by the math curriculum, and it is our expectation that students who have not been successful in math will increase 10% to eventually eliminate the deficit.

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that if a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic in order for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. In order to provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using intervention and enrichment resources from the Envision and Ready programs as well as resources that teachers develop as teams in conjunction with the Director of Instruction.

We have provided an additional period weekly to address both team planning and to provide an opportunity for regularly scheduled ongoing professional development in the content area of Mathematics. Presentations, workshops, and sharing Best Practices in Mathematics are on an ongoing basis to increase learning outcomes. Teachers in all grades receive ongoing, focused

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coaching in the teaching of Mathematics from the Mathematics Coach and the Director of Instruction for Math. This coaching includes ongoing feedback, modeled lessons, and math resources. Professional development and coaching focus on rigor in mathematics, problem solving, higher-order questioning and critical thinking, scaffolding for all learners, and the Common Core Math Practices. The professional development and coaching program were developed in response to the needs that were evident from the 2019 NYS Math Test, the 2019 June Instructional Report, the previous year's Interim Assessment data, and the previous year's teacher evaluations. The professional development and coaching are responsive to the needs of the school, grade teams, and individual teachers, and are focused on bringing up the proficiency level of students.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	71	1			1	73
4	58	2			2	62
5	50	1	1		1	53
6	59	2			1	62
7	43				1	44
8	49	1			2	52
All	331	7	1		8	347

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

GCACS almost achieved this metric with 74 percent overall performing at levels 3 and 4 on the NYS math exam in spring 2019. This is the highest performance since transitioning to the CCLS based test. Grades 4 and 8 performed best at 88% and 81% respectively.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	69%	71	68%	59
4	90%	58	88%	48
5	68%	50	67%	43
6	61%	59	69%	45
7	74%	43	74%	42
8	82%	49	81%	48
All	35%	330	74%	285

ADDITIONAL EVIDENCE

Our math scholars have shown an upward trajectory for the past three years demonstrating 20 percent more students tested at proficiency in 2018-19 than last year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	48	80%	54	68%	59
4	47%	45	37%	51	88%	48
5	41%	66	34%	50	67%	43
6	43%	56	50%	48	69%	45
7	63%	38	58%	48	74%	42
8			68%	34	81%	48
All	49%	253	54%	285	74%	285

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Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The math Performance Index (PI) calculates to 187, surpassing the Measure of Interim Progress (MIP) of 107.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
330	5	22	39	35

PI	=	22	+	39	+	35	=	95
				39	+	35	=	74
					+	(.5)*35	=	17.5
						PI	=	187

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

GCACS achieved this comparative math measure by outperforming the local District 8 in each grade 3 through 8 on the NYS 2019 math assessment.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	59	44%	2034
4	88%	48	36%	2145
5	67%	43	38%	2121
6	69%	45	34%	2111
7	74%	42	29%	2107
8	81%	48	32%	2174
All	74%	285	35%	12692

ADDITIONAL EVIDENCE

Grand Concourse Academy Charter School consistently outperforms its local district in the Bronx.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	58%	30%	80%	41%	68%	44%
4	47%	26%	37%	32%	88%	36%
5	41%	30%	34%	30%	67%	38%
6	43%	23%	50%	27%	69%	34%
7	63%	19%	58%	25%	74%	29%
8			68%	24%	81%	32%
All	49%	26%	54%	30%	74%	35%

Goal 2: Comparative Measure

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

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METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

GCA achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.24, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	58	79.3	39.8	39.5	1.91
4	88.9	62	33.9	34.5	-0.7	-0.03
5	90.2	55	32.7	28.1	4.6	0.27
6	96.5	55	52.7	24	28.7	1.8
7	84.7	55	58.2	26.8	31.3	1.49
8	94.7	34	67.6	20.1	47.5	2.68
All	91	319	53	29.7	23.3	1.24

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

GCA has met this metric for the past three years.

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Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	91.2	262	43.1	25.8	0.83
2016-17	3-7	91.2	298	48.6	25.2	1.3
2017-18	3-8	91	319	53	29.7	1.24

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

GCA math students demonstrated excellent growth between 2017 and 2018, averaging a 51.4 mean growth percentile, therefore they achieved this metric.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.8	50.0
5	46.9	50.0
6	53.4	50.0
7	64.5	50.0
8	62.5	50.0
All	51.4	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

GCACS has demonstrated adequate growth in both 2016-17 and 2017-18.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	41.2	54.2	34.8	50.0
5	37.4	49.3	46.9	50.0
6	49.4	53.3	53.4	50.0
7		74.4	64.5	50.0
8			62.5	50.0
All	41.4	55.7	51.4	50.0

SUMMARY OF THE MATHEMATICS GOAL

The math scholars at GCACS improved the overall proficiency rate by 20 percentage points in 2018-19 and almost reached the goal of 75%. GCACS staff and students are still working toward 75 + percent at levels 3 and 4. GCA students continue to outperform the local district, score better than expected to a large degree when compared to other schools with similar demographics and had a mean growth percentile greater than 50, meeting all other applicable accountability measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

The leadership team and the teachers of Mathematics are very proud of the gains we have made in this academic area, however; we have set an internal goal to achieve the absolute measure of 75% at proficiency in 2019-20. We have set specific goals for grades that are not achieving at the rate we expect by setting a goal of 10% increase in students achieving levels 3 and 4 on NYS Math and 5% increase for those grades that have achieved above the expected target of 75%. Our goal is to exceed the expectation of 75% and increase it from 74% to 80%.

GOAL 3: SCIENCE

Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Grand Concourse Academy upgraded the science curriculum for the 2018-2019 school year.

Pearson Elevate Science is aligned with the New York State P-12 Science Learning Standards that were adopted in 2016, and students are transitioning to these standards this year with the new curriculum. The curriculum is rich with hands-on and STEM experiences at all grade levels and integrates literacy skills throughout each chapter. In addition, Grades 4 through 8 use packets made by teacher teams in conjunction with the Director of Instruction to reinforce science content knowledge.

STEM experiences and hands-on labs are an essential part of science instruction at Grand Concourse Academy. Students participate in at least one hands-on lab per week during science. Through these labs, students learn how to use the scientific method, make observations and draw conclusions about scientific phenomena, and use scientific tools. Each chapter incorporates a STEM activity that requires students to use the engineering design process in conjunction with science and math content knowledge for real-world applications. A new state-of-the-art Science Lab will provide opportunities for integrating early lab experiences with the relevant lecture material that is critical to building student intuition in science. Our integrated lab-lecture curriculum will be co-taught by a Faculty Team comprised of two teachers: the Lab Teacher along with the classroom science teacher in order to ensure that ample opportunity for development of new lab curriculum is possible.

Assessment is built into the science curriculum; teachers have access to an assessment after each lesson, chapter, and unit. In addition, teachers engage in formative assessment to ensure all students reach mastery level. Performance assessments that measure students' mastery of the scientific method and ability to make observations and draw conclusions about scientific phenomena are also a part of the curriculum. Teacher teams analyze data from formative and summative assessments in order to be responsive with their instruction.

The Director of Instruction for Science provides professional development for Grades K-8 in science focused on integrating hands-on experiences and STEM into instruction and developing students' ability to think critically and solve problems in science. Coaching support is also provided, including ongoing feedback, modeled lessons, and science resources.

Goal 3: Absolute Measure

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

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METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

GCACS students excelled on both the NYS Science 4 and 8 exams in 2018-19, meeting the measure with 98% and 86% proficient.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	61	98%	51
8	84%	51	86%	50
All	92%	112	92%	101

ADDITIONAL EVIDENCE

GCACS continues to perform well on science each year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	45	98%	51	98%	51
8			94%	35	86%	50
All	100%	45	97%	86	92%	101

Goal 3: Comparative Measure

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

METHOD

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

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grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

RESULTS AND EVALUATION

The local district science results are unavailable at the time of this report submission.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	51		
8	86%	50		
All	92%	101	TBD	

ADDITIONAL EVIDENCE

GCACS consistently outperforms the local district in science each year.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	100%	80%	98%	84%	98%	
8			94%	43%	86%	
All	100%	80%	97%	65%	92%	

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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SUMMARY OF THE SCIENCE GOAL

GCACS grade 4 and 8 students performed extremely well on the NYS Science exams. Overall, 97% scored at levels 3 and 4. Based on 2017-18 District 8 results, GCACS outperformed them.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

GCACS has consistently demonstrated strong performance in science. With the rollout of the new curriculum, Pearson Elevate Science, and the addition of STEM modules to our Math program, we anticipate continuing to build on that success in science.

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GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school continues to be in Good Standing.

ADDITIONAL EVIDENCE

GCACS has been in Good Standing since it opened.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing



Entry 4 Expenditures per Child

Last updated: 07/29/2019

GRAND CONCOURSE ACADEMY CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** tak total expenditur s (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help scho ls locate the amounts to use in the two per pupil calculations: [Audit Guide](#) available within the portal or on the NYSED website at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditur s	8902323
Line 2: Y ar End FTE student enrollment	559
Line 3: Divide Line 1 by Line 2	15919

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	724061
Line 2: Management and General Cost (Column)	502909
Line 3: Sum of Line 1 and Line 2	1226970
Line 5: Divide Line 3 by the Year End FTE student enrollment	2194

Thank you.

**GRAND CONCOURSE ACADEMY
CHARTER SCHOOL**

Financial Statements

For the years ended June 30, 2019 and 2018

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2019 and 2018

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Independent Auditors' Report

To the Board of Trustees of
Grand Concourse Academy Charter School
New York, New York

Report on the financial statements

We have audited the accompanying financial statements of Grand Concourse Academy Charter School, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years 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.

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits 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.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Grand Concourse Academy Charter School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other reporting required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2019, on our consideration of Grand Concourse Academy Charter 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 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 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 Grand Concourse Academy Charter School's internal control over financial reporting and compliance.

NChing LLP

New York, New York
October 31, 2019

GRAND CONCOURSE ACADEMY CHARTER SCHOOL**Statements of Financial Position**

As of June 30,

	2019	2018
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 8,423,622	\$ 6,712,088
Grants receivable	176,263	282,986
Other receivable	2,246	18,537
Prepaid expenses	17,703	47,595
Total current assets	8,619,834	7,061,206
Property and equipment, net - Note 4	727,747	475,885
Other assets		
Reserve for contingency	75,048	75,018
Escrow for building fund	2,013,613	2,004,916
Security deposits	224,026	224,026
Total assets	<u>\$ 11,660,268</u>	<u>\$ 9,841,051</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	\$ 14,795	\$ 175,574
Accrued salaries and other payroll related expenses - Note 5	775,794	620,617
Deferred revenue	49,241	141,997
Total current liabilities	839,830	938,188
Net assets without donor restrictions		
Board designated reserves	2,088,661	2,079,934
Undesignated	8,731,777	6,822,929
Total net assets without donor restrictions	10,820,438	8,902,863
Total liabilities and net assets without donor restrictions	<u>\$ 11,660,268</u>	<u>\$ 9,841,051</u>

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statements of Activities

For the years ended June 30,

	2019	2018
<u>Operating revenue and other support</u>		
State and local per pupil operating revenue:		
General education	\$ 8,557,394	\$ 7,968,423
Special education	668,451	619,454
Facility lease assistance	801,374	549,970
Total state and local per pupil operating revenue	10,027,219	9,137,847
Grants, contracts and other support:		
Federal grants	477,148	519,338
State and local grants	312,476	244,333
Contributions	-	1,002
Interest and other income	61,832	51,380
Total operating revenue and other support	10,878,675	9,953,900
<u>Expenses</u>		
Program expenses		
Regular education	5,708,653	4,942,250
Special education	1,677,307	1,450,373
Total program expenses	7,385,960	6,392,623
Supporting services		
Management and general	1,557,074	1,293,249
Fund-raising	18,066	20,986
Total supporting services	1,575,140	1,314,235
Total program and supporting services expenses	8,961,100	7,706,858
Change in net assets	1,917,575	2,247,042
Net assets without donor restrictions - beginning of year	8,902,863	6,655,821
Net assets without donor restrictions - end of year	<u>\$ 10,820,438</u>	<u>\$ 8,902,863</u>

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL **Statement of Functional Expenses**

For the year ended June 30, 2019

	Program expenses			Supporting services		Total program expenses and supporting services
	Regular education	Special education	Total programs	Management & general	Fund-raising	
Salaries						
Instructional staff personnel	\$ 2,431,732	\$ 721,921	\$ 3,153,653	\$ 645,929	\$ -	\$ 3,799,582
Administrative staff personnel	765,560	227,276	992,836	203,352	-	1,196,188
Noninstructional staff personnel	150,959	44,816	195,775	40,099	-	235,874
Total salaries	3,348,251	994,013	4,342,264	889,380	-	5,231,644
Operating expenses						
Payroll taxes and fringe benefits	753,194	223,605	976,799	200,067	-	1,176,866
Retirement	105,167	31,222	136,389	27,935	-	164,324
Professional and consulting services	121,294	36,009	157,303	32,219	-	189,522
Occupancy	860,035	255,323	1,115,358	228,446	-	1,343,804
Repairs and maintenance	37,159	11,032	48,191	9,870	-	58,061
Insurance	37,709	11,195	48,904	10,016	-	58,920
Utilities	83,170	24,691	107,861	22,092	-	129,953
Supplies and materials	101,969	12,603	114,572	-	-	114,572
Staff development	24,441	7,256	31,697	6,492	-	38,189
Marketing and recruitment	7,599	2,256	9,855	2,019	-	11,874
Technology	43,378	12,878	56,256	11,522	-	67,778
Leased equipment	9,796	2,908	12,704	2,603	-	15,307
Telephone and internet	9,896	2,938	12,834	2,628	-	15,462
Student services	62,538	18,566	81,104	16,612	-	97,716
Administrative	22,632	6,936	29,568	6,935	-	36,503
Travel	17,974	5,336	23,310	4,774	-	28,084
Other	239	71	310	66,938	-	67,248
Depreciation	62,212	18,469	80,681	16,526	-	97,207
Fund-raising	-	-	-	-	18,066	18,066
Total operating expenses	2,360,402	683,294	3,043,696	667,694	18,066	3,729,456
Total expenses	\$ 5,708,653	\$ 1,677,307	\$ 7,385,960	\$ 1,557,074	\$ 18,066	\$ 8,961,100

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL **Statement of Functional Expenses**

For the year ended June 30, 2018

	Program expenses			Supporting services		Total program expenses and supporting services
	Regular education	Special education	Total programs	Management & general	Fund-raising	
Salaries						
Instructional staff personnel	\$ 2,187,976	\$ 649,555	\$ 2,837,531	\$ 581,181	\$ -	3,418,712
Administrative staff personnel	692,106	205,468	897,574	183,841	-	1,081,415
Noninstructional staff personnel	141,396	41,977	183,373	37,559	-	220,932
Total salaries	3,021,478	897,000	3,918,478	802,581	-	4,721,059
Operating expenses						
Payroll taxes and fringe benefits	648,437	192,505	840,942	172,241	-	1,013,183
Retirement	97,313	28,890	126,203	25,848	-	152,051
Professional and consulting services	118,149	35,076	153,225	31,383	-	184,608
Occupancy	476,489	141,458	617,947	126,567	-	744,514
Repairs and maintenance	55,631	16,515	72,146	14,777	-	86,923
Insurance	39,355	11,683	51,038	10,454	-	61,492
Utilities	77,948	23,141	101,089	20,704	-	121,793
Supplies and materials	98,835	12,216	111,051	-	-	111,051
Staff development	42,927	12,744	55,671	11,403	-	67,074
Marketing and recruitment	1,835	545	2,380	487	-	2,867
Technology	55,275	16,410	71,685	14,682	-	86,367
Leased equipment	5,956	1,768	7,724	1,583	-	9,307
Telephone and internet	16,513	4,902	21,415	4,387	-	25,802
Student services	98,152	29,139	127,291	26,071	-	153,362
Administrative	28,051	8,596	36,647	8,597	-	45,244
Travel	8,795	2,611	11,406	2,336	-	13,742
Other	1,927	572	2,499	6,084	-	8,583
Depreciation	49,184	14,602	63,786	13,064	-	76,850
Fund-raising	-	-	-	-	20,986	20,986
Total operating expenses	1,920,772	553,373	2,474,145	490,668	20,986	2,985,799
Total expenses	\$ 4,942,250	\$ 1,450,373	\$ 6,392,623	\$ 1,293,249	\$ 20,986	\$ 7,706,858

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL**Statements of Cash Flows**

For the years ended June 30,

	<u>2019</u>	<u>2018</u>
Cash flows from operating activities		
Change in net assets	\$ 1,917,575	\$ 2,247,042
Adjustments to reconcile change in net assets to to net cash provided by operating activities		
Depreciation	97,207	76,850
Changes in operating assets and liabilities		
Grants receivable	106,723	226,870
Other receivable	16,291	35,832
Prepaid expenses	29,892	54,722
Accounts payable	(160,779)	127,272
Accrued salaries and other payroll related expenses	155,177	73,147
Deferred rent	-	(20,905)
Deferred revenue	(92,756)	131,818
Net cash provided by operating activities	<u>2,069,330</u>	<u>2,952,648</u>
Cash flows used in investing activities		
Reserve for contingency	(30)	(75,018)
Escrow for building fund	(8,697)	(4,916)
Security deposits	-	(103,026)
Acquisition of property, plant and equipment	(349,069)	(141,302)
Net cash used in investing activities	<u>(357,796)</u>	<u>(324,262)</u>
Net increase in cash and cash equivalents	1,711,534	2,628,386
Cash and cash equivalents - beginning of year	<u>6,712,088</u>	<u>4,083,702</u>
Cash and cash equivalents - end of year	<u><u>\$ 8,423,622</u></u>	<u><u>\$ 6,712,088</u></u>

The accompanying notes are an integral part of these financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 1 Organization

Grand Concourse Academy Charter School (the "School") is a public charter school located in the Bronx, New York. The School originally served kindergarten through fifth grade; sixth, seventh and eighth grade were added starting in 2016. The School was chartered in July 2004 and successfully re-chartered on April 29, 2019 for an additional five years. The goal of the School is to offer students a high-quality public education on a nondiscriminatory and secular basis. The mission of the School is to create a challenging learning environment that addresses and meets the needs of students in New York City, especially those at risk of academic failure. In a concerted effort to prepare students for entry into the very best middle and high schools of New York City, the School seeks to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

Note 2 Summary of significant accounting policies

Basis of presentation and use of estimates. The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which require 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

Financial statements presentation. The financial statements of the School follows the accounting standard for not-for-profit organization, which require the School to report information regarding its financial position and activities according to the following net asset classifications:

Net assets without donor restrictions. Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the organization.

Net assets with donor restrictions. Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies - (Continued)

Cash and cash equivalents. The School considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

Accounts and grants receivable. Accounts and grants receivable are recorded at net realizable value and do not bear interest. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Grants receivable amount to \$176,263 and \$282,986 as of June 30, 2019 and 2018, respectively. There is no allowance recorded at June 30, 2019, as all amounts are deemed collectible.

Donated goods and services. The School receives donated services from unpaid volunteers. No amounts have been recognized in the statements of activities since the services do not meet the specialized skill criteria for recognition under U.S. GAAP.

Restricted cash. Restricted cash relates to required reserve and escrow accounts that are required to be maintained by the School in accordance with charter requirements.

Revenue recognition. The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Grants and contracts. Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as refundable advances. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies - (Continued)

Functional allocation of expenses. The cost of providing the various programs and other activities has been summarized on an individual basis in the accompanying statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the school.

The expenses that are allocated include the following:

Salaries	Time and effort
Payroll taxes and fringe benefits	Time and effort
Professional and consulting services	Time and effort
Occupancy	Square footage
Repairs and maintenance	Time and effort
Insurance	Square footage
Student services	Direct allocation

Property and equipment. Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Repairs and maintenance are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$5,000 with an estimated useful life of greater than one year. Depreciation is computed using the straight-line method over estimated useful lives of the respective assets.

The estimated depreciable lives of the different classes of property and equipment are as follows:

<u>Asset</u>	<u>Useful Life</u>
Leasehold improvements	1 -3 Years
Furniture and fixtures	5 – 7 Years
Computer equipment	5 – 7 Years
Office equipment	5 – 7 Years

Construction-in-progress at June 30, 2019 and 2018 consists of cost incurred for the School's future facility. Construction-in-progress is stated at cost. No provision for depreciation is made on construction-in-progress as the relevant assets are completed and put into use.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 2 Summary of significant accounting policies - (Continued)

Income taxes. In 2005, Grand Concourse Academy Charter School filed and received approval of its application for tax exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code and has been classified as a publicly supported organization as described in Internal Revenue Code Sec. 509(a)(1) and 170(b)(1)(a)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that as of June 30, 2019, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statements.

The School is no longer subject to income tax examination by tax authorities for years before June 30, 2016.

Change in accounting principle. On August 18, 2016, FABS issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for Profit Entities. The update addresses the complexity and understandability of net asset classification, efficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. We have implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

Note 3 Liquidity and availability

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

Financial assets:	2019	2018
Cash and cash equivalents	\$ 8,423,622	\$ 6,712,088
Grants and other receivables	178,509	301,523
Amount available for general expenditures within one year	<u>\$ 8,602,131</u>	<u>\$ 7,013,611</u>

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 4 Property and equipment

Property and equipment consist of the following as of June 30:

	2019	2018
Leasehold improvements	\$ 161,034	\$ 161,034
Furniture and fixtures	67,164	56,254
Computer equipment	258,957	258,957
Office equipment	221,314	221,314
Construction in progress	532,135	193,975
	<u>1,240,604</u>	<u>891,534</u>
Less: accumulated depreciation	<u>(512,857)</u>	<u>(415,649)</u>
Total	<u>\$ 727,747</u>	<u>\$ 475,885</u>

Note 5 Accrued payroll and other payroll-related expenses

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid over the summer months. As of June 30, 2019 and 2018, total accrued salaries and other payroll-related expenses amounted to \$775,794 and \$620,617, respectively.

Note 6 Retirement plan

The School offers a 401(k) plan (the “Plan”) for substantially all of its qualifying employees. Employees are eligible for the Plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation up to IRS limits for each calendar year. The School matches the employee contribution up to 6% of the employee’s annual compensation. For the years ended June 30, 2019 and 2018, the School’s matching contribution was \$164,324 and \$152,051. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan’s participants and beneficiaries.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 7 Concentration of risk

The School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and cash equivalents.

The School received approximately 92% of its operating revenue, which is subject to specific requirements from per pupil funding from the New York City Department of Education during the years ended June 30, 2019 and 2018, respectively. Additionally, the School's grants receivable consists of approximately 100% from the New York State Department of Education and the Federal Title I grants.

Note 8 Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

The School is involved in an ongoing litigation related to a construction project agreement with an unrelated third party (the "Plaintiff") which was entered into in 2011. There is also a dispute in regards to the rental sums due to the Plaintiff pursuant to a lease agreement entered into in 2004. The School records a liability when the School believes that it is both probable that a loss has been incurred and the amount can be reasonably estimated. Management is unable to evaluate the likelihood of an unfavorable outcome and estimate of potential loss, based on the facts at this time.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 9 Commitment

The School is a lessee under an operating lease, primarily for classroom space and administrative offices. For the years ended June 30, 2019 and 2018, rent of \$1,343,804 and \$744,514 was included in occupancy expense. The accompanying statements of activities reflect the rent expense on a straight-line basis over the term of the lease. The lease ended on June 30, 2018 but was extended for one year through June 30, 2019.

Effective December 9, 2016, the School entered into a lease agreement with an unrelated third party (the "Landlord") to develop and build the School's new education facility (the "Building") on the property located at 625 Bolton Avenue, Bronx, New York (collectively, the "Leased Premises"). As part of the lease agreement, the School shall not have any obligation to pay base rent or any other obligation to the Landlord under the lease during the construction period and until the lease term commencement date. The School has applied FASB Accounting Standards Codification (ASC), "Lease Accounting (Topic 840-40) and determined that it does not have substantially all of the construction period risks, and shall not be considered the owner of the asset during the construction period. Accordingly, the lease term of the operating lease shall commence on the later date to occur of the date the Landlord's work is substantially complete or August 1, 2019, and shall expire on the 29th calendar year after the calendar year in which the lease term commences.

As the total development costs factor into determining the fair market rental value to the Leased Premises, the School and Landlord (collectively, the "Parties") have acknowledged that the final schedule of base rents is subject to modification. Using the construction project's initial budget, the Parties have agreed to the initial schedule of future minimum lease payments, as follows:

Year Ending June 30,	Amount
2020	\$ 2,656,783
2021	2,656,783
2022	2,656,783
Total	<u>\$ 7,970,349</u>

Lease payments beyond 2022 is contingent on the School's ability to excise the option to purchase the building.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2019 and 2018

Note 9 Commitment- (Continued)

Under the lease agreement, the School has the option to buy out and purchase the Leased Premises during the period commencing on the 30th full calendar month of the lease term and ending on the 54th full calendar month of the lease term. As the total development costs factor into determining the fair market sale value to the Leased Premises, the Parties have acknowledged that the final schedule of purchase prices is subject to modification. Using the construction project's initial budget, the Parties have agreed to the initial schedule of option purchase prices for the Leased Premises, as follows:

<u>If option exercised During</u>	<u>Option Purchase Price</u>
30 th through 36 th full calendar months of the lease term	\$32,095,431
37 th through 48 th full calendar months of the lease term	\$32,296,836
49 th through 54 th full calendar months of the lease term	\$32,405,374

In conjunction with the lease agreement, the Parties entered into an escrow agreement with ZB National Association ("Zions Bank") which required the School to deposit \$2,000,000 into escrow to fund the Landlord's construction of the Building. Zions Bank agreed to act as the sole custodian of the escrow account, in the name of the Landlord. Upon substantial completion and delivery of the Leased Premises to the School, the Zions Bank shall deliver the entire amount in escrow to the Landlord. At June 30, 2019 and 2018, the balance in the escrow account was \$2,013,613 and \$2,004,916, and is presented as restricted cash on the accompanying statements of financial position.

Note 10 Subsequent events

Management has evaluated its June 30, 2019 financial statements for subsequent events through October 31, 2019, which is the date the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require recognition or disclosure in the financial statements.

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

To the Board of Trustees of
Grand Concourse Academy Charter School
New York, New York

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 Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2019, 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 31, 2019.

Internal control over financial reporting

In planning and performing our audits of the financial statements, we considered Grand Concourse Academy Charter 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 of Grand Concourse Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Grand Concourse Academy Charter 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.

Compliance and other matters

As part of obtaining reasonable assurance about whether Grand Concourse Academy Charter 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



New York, New York
October 31, 2019



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

Charter School Name:	Grand Concourse Academy Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 1, 2019
Date Submitted:	Friday, November 1, 2019
School Fiscal Contact Name:	Martin McDowell
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Ncheng, LLP
School Audit Contact Name:	Miaoling Lin
School Audit Contact Email:	
School Audit Contact Phone:	

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

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

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

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

<u>ASSETS</u>	<u>2018-19</u>	<u>2017-18</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 8,423,622	\$ 6,712,088
Grants and contracts receivable	176,263	282,986
Accounts receivables	-	-
Prepaid expenses	17,703	47,595
Contributions and other receivables	2,246	18,537
TOTAL CURRENT ASSETS	8,619,834	7,061,206
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	727,747	475,885
<u>OTHER ASSETS</u>	2,312,687	2,303,960
TOTAL ASSETS	11,660,268	9,841,051
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 14,795	\$ 175,574
Accrued payroll and benefits	775,794	620,617
Deferred Revenue	49,241	141,997
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	839,830	938,188
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	839,830	938,188
<u>NET ASSETS</u>		
Unrestricted	8,731,777	6,822,929
Temporarily restricted	2,088,661	2,079,934
TOTAL NET ASSETS	10,820,438	8,902,863
TOTAL LIABILITIES AND NET ASSETS	11,660,268	9,841,051

CK - Should be zero

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GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statement of Activities

as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,557,394	\$ -	\$ 8,557,394	\$ 7,968,423
Students with disabilities	668,451	-	668,451	619,454
Grants and Contracts				
State and local	312,476	-	312,476	244,333
Federal - Title and IDEA	477,148	-	477,148	519,338
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	801,374	-	801,374	549,970
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	10,816,843	-	10,816,843	9,901,518
EXPENSES				
Program Services				
Regular Education	\$ 5,708,653	\$ -	\$ 5,708,653	\$ 4,942,250
Special Education	1,677,307	-	1,677,307	1,450,373
Other Programs	-	-	-	-
Total Program Services	7,385,960	-	7,385,960	6,392,623
Management and general	1,557,074	-	1,557,074	1,293,249
Fundraising	18,066	-	18,066	20,986
TOTAL OPERATING EXPENSES	8,961,100	-	8,961,100	7,706,858
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,855,743	-	1,855,743	2,194,660
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ 1,002
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	61,832	-	61,832	51,380
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	61,832	-	61,832	52,382
CHANGE IN NET ASSETS	1,917,575	-	1,917,575	2,247,042
NET ASSETS BEGINNING OF YEAR	8,902,863	-	8,902,863	6,655,821
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 10,820,438	\$ -	\$ 10,820,438	\$ 8,902,863

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 1,917,575	\$ 2,247,042
Revenues from School Districts	-	-
Accounts Receivable	16,291	35,832
Due from School Districts	-	-
Depreciation	97,207	76,850
Grants Receivable	106,723	226,870
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	29,892	54,722
Accounts Payable	(160,779)	127,272
Accrued Expenses	155,177	73,147
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(92,756)	131,818
Interest payments	-	(20,905)
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 2,069,330	\$ 2,952,648
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(349,069)	(141,302)
Other	(8,727)	(182,960)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (357,796)	\$ (324,262)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 1,711,534	\$ 2,628,386
Cash at beginning of year	6,712,088	4,083,702
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 8,423,622	\$ 6,712,088

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

No. of Positions	2018-19										2017-18
	Program Services					Supporting Services					
	Regular Education	Special Education	Other Education	Total		Fund-raising	General	Total	Total		
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs											
Administrative Staff Personnel	11.00	2,431,732	721,921	-	3,153,653	-	645,929	645,929	3,799,582	1,081,415	
Instructional Personnel	57.00	765,560	227,276	-	992,836	-	203,352	203,352	1,196,188	3,418,712	
Non-Instructional Personnel	6.00	150,959	44,816	-	195,775	-	40,099	40,099	235,874	220,932	
Total Salaries and Staff	74.00	3,348,251	994,013	-	4,342,264	-	889,380	889,380	5,231,644	4,721,059	
Fringe Benefits & Payroll Taxes		753,194	223,605	-	976,799	-	200,067	200,067	1,176,866	1,013,183	
Retirement		105,167	31,222	-	136,389	-	27,935	27,935	164,324	152,051	
Management Company Fees		-	-	-	-	-	-	-	-	-	
Legal Service		-	-	-	-	-	-	-	-	-	
Accounting / Audit Services		-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting Services		121,294	36,009	-	157,303	-	32,219	32,219	189,522	184,608	
Building and Land Rent / Lease / Facility Finance Interest		860,035	255,323	-	1,115,358	-	228,446	228,446	1,343,804	744,514	
Repairs & Maintenance		37,159	11,032	-	48,191	-	9,870	9,870	58,061	86,923	
Insurance		37,709	11,195	-	48,904	-	10,016	10,016	58,920	61,492	
Utilities		83,170	24,691	-	107,861	-	22,092	22,092	129,953	121,793	
Supplies / Materials		101,969	12,603	-	114,572	-	-	-	114,572	111,051	
Equipment / Furnishings		9,796	2,908	-	12,704	-	2,603	2,603	15,307	11,412	
Staff Development		42,415	12,592	-	55,007	-	11,266	11,266	66,273	67,074	
Marketing / Recruitment		7,599	2,256	-	9,855	-	2,019	2,019	11,874	2,867	
Technology		53,274	15,816	-	69,090	-	14,150	14,150	83,240	112,169	
Food Service		-	-	-	-	-	-	-	-	907	
Student Services		62,538	18,566	-	81,104	-	16,612	16,612	97,716	153,362	
Office Expense		22,632	6,936	-	29,568	-	6,935	6,935	36,503	45,244	
Depreciation		62,212	18,469	-	80,681	-	16,526	16,526	97,207	76,850	
OTHER		239	71	-	310	-	18,066	18,066	85,314	40,299	
Total Expenses	\$	5,708,653	\$ 1,677,307	\$ -	\$ 7,385,960	\$ -	\$ 18,066	\$ 1,557,074	\$ 8,961,100	\$ 7,706,858	



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS


1- GRAY tab contains the Instructions


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


2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE 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.

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Grand Concourse Academy Charter School

SCHOOL

Name:	Grand Concourse Academy Charter School
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CONTACT INFORMATION

Contact Name:	Martin McDowell
Contact Title:	Senior Director of Business
Contact Email:	
Contact Phone:	

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2019-20

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	97	90	90	81	61	58	50	50	39.026				
TOTAL ENROLLMENT = 616.026													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET												ACTUAL QUARTERLY			
		TOTAL DISTRICTS/ENROLLMENT BY QUARTER												TOTAL DISTRICTS/ENROLLMENT			
		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original	Revised		Original	Revised		Original	Revised		Original	Revised		Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	1	0	1	1	0	1	1	0		0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	616.026	0	616.026	0	616.026	0	616.026	0	616.026	0	616.026	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.																	
	PRIOR YEAR 2018-19	ANNUAL BUDGET												ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original	Revised		Original	Revised		Original	Revised		Original	Revised		Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
PRIMARY/OTHER																	
PRIMARY District	DISTRICT NAME(S)																
SECONDARY District	NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	616.026		616.026				616.026			616.026						

		PRIOR YEAR 2018-19		ANNUAL BUDGET												ACTUAL ENROLLMENT BY QUARTER			
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
				Original Budgeted Enrollment	Revised Budgeted Enrollment		Original Budgeted Enrollment	Revised Budgeted Enrollment		Original Budgeted Enrollment	Revised Budgeted Enrollment		Original Budgeted Enrollment	Revised Budgeted Enrollment		Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2019-20

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

*NOTE: Enter the number of FTE positions in the "blue" cells.		*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.										*NOTE: State the assumptions that are being made for personnel FTE levels.				
ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR 2018-19 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Original	Revised	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Actual	Actual	Actual	Actual	
	Executive Management			1.0	1.0	1.0	1.0								(1) Executive Director	
	Instructional Management															
	Deans, Directors & Coordinators			2.5	2.5	2.5	2.5								(1) Sen. Dir. Of Inst. (5) Inst. Coord. (1) Dir. of Inst.	
	CFO / Director of Finance			3.0	3.0	3.0	3.0								(1) HR & PR Coord. (1) Sen. Dir. Of Bus. (1) DOO	
	Operations / Business Manager			4.0	4.0	4.0	4.0								(3) Business Associates, (1) Exec Asst	
	Administrative Staff			10.5	10.5	10.5	10.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	TOTAL ADMINISTRATIVE STAFF			0.0												
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2018-19 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Original	Revised	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Actual	Actual	Actual	Actual	
	Teachers - Regular			28.0	28.0	28.0	28.0								(28) Regular Teachers	
	Teachers - SPED			6.0	6.0	6.0	6.0								(6) SPED	
	Substitute Teachers															
	Teaching Assistants			7.0	7.0	7.0	7.0								(7) Teacher Assistants	
	Specialty Teachers			11.5	11.5	11.5	11.5								(2) Arts, (1.5) ESL, (1) Greek, (1) Math, (2) Music, (2) Science	
	Aides			6.0	6.0	6.0	6.0								(6) School Aides	
	Therapists & Counselors			1.0	1.0	1.0	1.0								(1) Student Counselor	
	Other														After-School, Slipends, Bonuses	
	TOTAL INSTRUCTIONAL			59.5	59.5	59.5	59.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2018-19 ACTUAL		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Original	Revised	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Actual	Actual	Actual	Actual	
	Nurse															
	Librarian															
	Custodian			4.0	4.0	4.0	4.0								(2) Maint, (2) @ (.5) Maint, (1) Head Custodian	
	Security															
	Other															
	TOTAL NON-INSTRUCTIONAL			0.0	4.0	4.0	4.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0		
	TOTAL PERSONNEL SERVICE FTE			0.0	74.0	0.0	74.0	0.0	74.0	0.0	74.0	0.0	0.0	0.0	0.0	

GRAND CONCOURSE ACADEMY CHARTER SCHOOL	
Budget / Operating Plan	
2019-20	

[illegible]

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2019-20

		1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Prior Year Actual 2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	3,096,728	-	-	3,096,728	-	-	3,096,728	-	3,096,732
Total Expenses	-	2,005,392	-	-	2,684,867	-	-	2,942,196	-	3,600,471
Net Income	-	1,091,336	-	-	411,861	-	-	154,532	-	(503,739)
Actual Student Enrollment	-	616	-	-	616	-	-	616	-	616
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	1.00	76,005	-	-	65,148	-	-	76,005	-	65,148
Instructional Management	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	2.50	87,769	-	-	75,231	-	-	87,769	-	75,231
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	3.00	96,685	-	-	82,873	-	-	96,685	-	82,873
Administrative Staff	4.00	73,004	-	-	62,575	-	-	73,004	-	62,575
TOTAL ADMINISTRATIVE STAFF	10.50	333,464	-	-	285,827	-	-	333,464	-	285,827
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	28.00	161,808	-	-	485,423	-	-	566,327	-	889,942
Teachers - SPED	6.00	35,543	-	-	106,629	-	-	124,401	-	195,487
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	7.00	21,000	-	-	63,000	-	-	73,500	-	115,500
Specialty Teachers	11.50	64,188	-	-	192,565	-	-	224,660	-	353,037
Aides	6.00	61,024	-	-	52,306	-	-	61,024	-	52,306
Therapists & Counselors	1.00	5,585	-	-	16,754	-	-	19,546	-	30,715
Other	-	56,250	-	-	56,250	-	-	56,250	-	56,250
TOTAL INSTRUCTIONAL	59.50	405,398	-	-	972,928	-	-	1,125,707	-	1,693,237
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	4.00	45,815	-	-	39,270	-	-	45,815	-	39,270
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	4.00	45,815	-	-	39,270	-	-	45,815	-	39,270
SUBTOTAL PERSONNEL SERVICE COSTS	74.00	784,677	-	-	1,298,024	-	-	1,504,987	-	2,018,334
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	69,024	-	-	114,181	-	-	132,386	-	177,543
Fringe / Employee Benefits	-	45,986	-	-	45,986	-	-	45,986	-	45,986
Retirement / Pension	-	121,934	-	-	201,706	-	-	233,866	-	313,638
TOTAL PAYROLL TAXES AND BENEFITS	-	236,944	-	-	361,872	-	-	412,238	-	537,166
TOTAL PERSONNEL SERVICE COSTS	74.00	1,021,621	-	-	1,659,896	-	-	1,917,225	-	2,555,500
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	7,500	-	-	7,500	-	-	7,500	-	20,000
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	16,000	-	-	16,000	-	-	16,000	-	16,000
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	16,500	-	-	16,500	-	-	16,500	-	16,500
Other Purchased / Professional / Consulting	-	30,292	-	-	30,292	-	-	30,292	-	30,292
TOTAL CONTRACTED SERVICES	-	70,292	-	-	70,292	-	-	70,292	-	90,292

GRAND CONCOURSE ACADEMY CHARTER SCHOOL Budget / Operating Plan 2019-20										
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		Variance
		Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget	Revised Budget	
Total Revenue	-	3,096,728	-	3,096,728	-	3,096,728	-	3,096,732	-	-
Total Expenses	-	2,005,392	-	2,684,867	-	2,942,196	-	3,600,471	-	-
Net Income	-	1,091,336	-	411,861	-	154,532	-	(503,739)	-	-
Actual Student Enrollment	-	616	-	616	-	616	-	616	-	-
SCHOOL OPERATIONS										
Board Expenses		500		500		500		500		-
Classroom / Teaching Supplies & Materials		5,000		5,000		5,000		5,000		-
Special Ed Supplies & Materials		12,069		12,069		12,069		12,069		-
Textbooks / Workbooks		15,500		15,500		15,500		15,500		-
Supplies & Materials other		100		300		300		300		-
Equipment / Furniture		5,750		5,750		5,750		5,750		-
Telephone		4,500		4,500		4,500		4,500		-
Technology		4,500		4,500		4,500		4,500		-
Student Testing & Assessment		1,200		3,600		3,600		3,600		-
Field Trips		1,200		3,600		3,600		3,600		-
Transportation (student)		17,000		51,000		51,000		51,000		-
Student Services - other		1,100		3,300		3,300		3,300		-
Office Expense		18,750		18,750		18,750		18,750		-
Staff Development		18,025		18,025		18,025		18,025		-
Staff Recruitment		750		750		750		750		-
Student Recruitment / Marketing		2,000		2,000		2,000		2,000		-
School Meals / Lunch		1,250		1,250		1,250		1,250		-
Travel (Staff)		250		250		250		250		-
Fundraising		5,000		5,000		5,000		5,000		-
Other		3,500		3,500		3,500		3,500		-
TOTAL SCHOOL OPERATIONS	-	117,944	-	159,144	-	159,144	-	159,144	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance		16,309		16,309		16,309		16,309		-
Janitorial		9,000		9,000		9,000		9,000		-
Building and Land Rent / Lease / Facility Finance Interest		690,945.75		690,945.75		690,945.75		690,945.75		-
Repairs & Maintenance		10,000		10,000		10,000		10,000		-
Equipment / Furniture		1,000		1,000		1,000		1,000		-
Security		47,500		47,500		47,500		47,500		-
Utilities		774,755		774,755		774,755		774,755		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	774,755	-	774,755	-	774,755	-	774,755	-	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY DEFERRED RENT										
		20,780		20,780		20,780		20,780		-
TOTAL EXPENSES	-	2,005,392	-	2,684,867	-	2,942,196	-	3,600,471	-	-
NET INCOME	-	1,091,336	-	411,861	-	154,532	-	(503,739)	-	-

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2019-20

[illegible]

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2019-20

GRAND CONCOURSE ACADEMY CHARTER SCHOOL					
Budget / Operating Plan					
2019-20					
DESCRIPTION OF ASSUMPTIONS					
	12,386,916	12,386,916	-	12,386,916	12,386,916
	11,232,925	11,232,925	-	(11,232,925)	(11,232,925)
	1,153,991	1,153,991	-	1,153,991	1,153,991

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2019-20

DESCRIPTION OF ASSUMPTIONS

Total Revenue	12,386,916	12,386,916	-	12,386,916	12,386,916
Total Expenses	11,232,925	11,232,925	-	(11,232,925)	(11,232,925)
Net Income	1,153,991	1,153,991	-	1,153,991	1,153,991
Actual Student Enrollment					
	Total Year	Original Budget	Revised Budget	Variance	VARIANCE Original Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	2,000	2,000	-	(2,000)	(2,000)
Classroom / Teaching Supplies & Materials	20,000	20,000	-	(20,000)	(20,000)
Special Ed Supplies & Materials	48,274	48,274	-	(48,274)	(48,274)
Textbooks / Workbooks	62,000	62,000	-	(62,000)	(62,000)
Supplies & Materials other	1,000	1,000	-	(1,000)	(1,000)
Equipment / Furniture	23,000	23,000	-	(23,000)	(23,000)
Telephone	18,000	18,000	-	(18,000)	(18,000)
Technology	18,000	18,000	-	(18,000)	(18,000)
Student Testing & Assessment	12,000	12,000	-	(12,000)	(12,000)
Field Trips	12,000	12,000	-	(12,000)	(12,000)
Transportation (student)	170,000	170,000	-	(170,000)	(170,000)
Student Services - other	11,000	11,000	-	(11,000)	(11,000)
Office Expense	75,000	75,000	-	(75,000)	(75,000)
Staff Development	72,100	72,100	-	(72,100)	(72,100)
Staff Recruitment	3,000	3,000	-	(3,000)	(3,000)
Student Recruitment / Marketing	8,000	8,000	-	(8,000)	(8,000)
School Meals / Lunch	5,000	5,000	-	(5,000)	(5,000)
Travel (Staff)	1,000	1,000	-	(1,000)	(1,000)
Fundraising	20,000	20,000	-	(20,000)	(20,000)
Other	14,000	14,000	-	(14,000)	(14,000)
TOTAL SCHOOL OPERATIONS	595,374	595,374	-	(595,374)	(595,374)
FACILITY OPERATION & MAINTENANCE					
Insurance	65,237	65,237	-	(65,237)	(65,237)
Janitorial	36,000	36,000	-	(36,000)	(36,000)
Building and Land Rent / Lease / Facility Finance Interest	2,763,783	2,763,783	-	(2,763,783)	(2,763,783)
Repairs & Maintenance	40,000	40,000	-	(40,000)	(40,000)
Equipment / Furniture	-	-	-	-	-
Security	4,000	4,000	-	(4,000)	(4,000)
Utilities	190,000	190,000	-	(190,000)	(190,000)
TOTAL FACILITY OPERATION & MAINTENANCE	3,099,020	3,099,020	-	(3,099,020)	(3,099,020)
DEPRECIATION & AMORTIZATION					
RESERVES / CONTINGENCY					
DEFERRED RENT					
TOTAL EXPENSES	11,232,925	11,232,925	-	(11,232,925)	(11,232,925)
NET INCOME	1,153,991	1,153,991	-	1,153,991	1,153,991

GRAND CONCOURSE ACADEMY CHARTER SCHOOL									
Budget / Operating Plan									
2019-20									
Total Revenue Total Expenses Net Income Actual Student Enrollment	12,386,916	12,386,916	-	12,386,916	12,386,916	(11,232,925)	(11,232,925)	1,153,991	
	11,232,925	11,232,925	-	(11,232,925)	(11,232,925)	1,153,991	1,153,991		
	1,153,991	1,153,991	-						
				VARIANCE					
				Total Year		Original Budget vs. PY Budget		Revised Budget vs. PY Budget	
				Original Budget	Revised Budget	Variance	Budget	Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
Number of Districts:									
NYC CHANCELLOR'S OFFICE									
-									
-									
-									
-									
-									
-									
-									
-									
-									
-									
-									
-									
-									
ALL OTHER School Districts: (Weighted Avg)									
TOTAL ENROLLMENT									
REVENUE PER PUPIL									
EXPENSES PER PUPIL									
DESCRIPTION OF ASSUMPTIONS									

GRAND CONCOURSE ACADEMY CHARTER SCHOOL Budget / Operating Plan 2019-20													
		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Prior Year Actual 2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	3,096,728	-	-	3,096,728	-	-	-	3,096,728	-	-	3,096,732	-
Total Expenses	-	2,005,392	-	-	2,684,867	-	-	-	2,942,196	-	-	3,600,471	-
Net Income	-	1,091,336	-	-	411,861	-	-	-	154,532	-	-	(503,739)	-
Actual Student Enrollment	-	616	-	-	616	-	-	-	616	-	-	616	-

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
BALANCE SHEET
2019-20

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents					
Grants and contracts receivable					
Accounts receivables					
Prepaid Expenses					
Contributions and other receivables					
TOTAL CURRENT ASSETS					
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
<u>OTHER ASSETS</u>					
TOTAL ASSETS					
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses					
Accrued payroll and benefits					
Deferred Revenue					
Current maturities of long-term debt					
Short Term Debt - Bonds, Notes Payable					
Other					
TOTAL CURRENT LIABILITIES					
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
TOTAL LIABILITIES					
<u>NET ASSETS</u>					
Unrestricted					
Temporarily restricted					
TOTAL NET ASSETS					
TOTAL LIABILITIES AND NET ASSETS					

Budget / Operating Plan

TOTAL REVENUE FROM LOCAL AND OTHER SOURCES

GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Budget / Operating Plan

2019-20												
		1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30				
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Variance
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Quarter 0												
No. of Positions												
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												

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

Budget / Operating Plan

2019-20

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	3,096,728	-	-	3,096,728	-	-	3,096,728	-	-	3,096,732	-
Total Expenses	-	2,005,392	-	-	2,684,867	-	-	2,942,196	-	-	3,600,471	-
Net Income	-	1,091,336	-	-	411,861	-	-	154,532	-	-	(503,739)	-
Actual Student Enrollment	-	616	-	-	616	-	-	616	-	-	616	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses		500	-		500	-		500	-		500	-
Classroom / Teaching Supplies & Materials		5,000	-		5,000	-		5,000	-		5,000	-
Special Ed Supplies & Materials		12,069	-		12,069	-		12,069	-		12,069	-
Textbooks / Workbooks		15,500	-		15,500	-		15,500	-		15,500	-
Supplies & Materials other		100	-		300	-		300	-		300	-
Equipment / Furniture		5,750	-		5,750	-		5,750	-		5,750	-
Telephone		4,500	-		4,500	-		4,500	-		4,500	-
Technology		4,500	-		4,500	-		4,500	-		4,500	-
Student Testing & Assessment		1,200	-		3,600	-		3,600	-		3,600	-
Field Trips		17,000	-		51,000	-		51,000	-		51,000	-
Transportation (student)		1,100	-		3,300	-		3,300	-		3,300	-
Student Services - other		18,750	-		18,750	-		18,750	-		18,750	-
Office Expense		18,025	-		18,025	-		18,025	-		18,025	-
Staff Development		750	-		750	-		750	-		750	-
Staff Recruitment		2,000	-		2,000	-		2,000	-		2,000	-
Student Recruitment / Marketing		1,250	-		1,250	-		1,250	-		1,250	-
School Meals / Lunch		250	-		250	-		250	-		250	-
Travel (Staff)		5,000	-		5,000	-		5,000	-		5,000	-
Fundraising		3,500	-		3,500	-		3,500	-		3,500	-
Other			-			-			-			-
TOTAL SCHOOL OPERATIONS	-	117,944	-	-	159,144	-	-	159,144	-	-	159,144	-
FACILITY OPERATION & MAINTENANCE												
Insurance		16,309	-		16,309	-		16,309	-		16,309	-
Janitorial		9,000	-		9,000	-		9,000	-		9,000	-
Building and Land Rent / Lease / Facility Finance Interest		690,946	-		690,946	-		690,946	-		690,946	-
Repairs & Maintenance		10,000	-		10,000	-		10,000	-		10,000	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		1,000	-		1,000	-		1,000	-		1,000	-
Utilities		47,500	-		47,500	-		47,500	-		47,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	774,755	-	-	774,755	-	-	774,755	-	-	774,755	-
DEPRECIATION & AMORTIZATION												
RESERVES / CONTINGENCY		20,780	-		20,780	-		20,780	-		20,780	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	2,005,392	-	-	2,684,867	-	-	2,942,196	-	-	3,600,471	-
NET INCOME	-	1,091,336	-	-	411,861	-	-	154,532	-	-	(503,739)	-

Budget / Operating Plan

TOTAL REVENUE

GRAND CONCOURSE ACADEMY CHARTER SCHOOL									
Budget / Operating Plan									
2019-20									
Total Revenue	-	-	12,386,916	(12,386,916)	-	-	12,386,916	(12,386,916)	-
Total Expenses	-	-	11,232,925	11,232,925	-	-	11,232,925	11,232,925	-
Net Income	-	-	1,153,991	(1,153,991)	-	-	1,153,991	(1,153,991)	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS									
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	pY Actual (pY TY / No. of COMPLETED Actual CY Quarters) vs. Actual PY
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	-	-	-	282,306	-	-	282,306	282,306	-
Instructional Management	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	326,000	-	-	326,000	326,000	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	359,117	-	-	359,117	359,117	-
Administrative Staff	-	-	-	271,159	-	-	271,159	271,159	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,238,582	-	-	1,238,582	1,238,582	-
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-	-	-	2,103,500	-	-	2,103,500	2,103,500	-
Teachers - SPED	-	-	-	462,060	-	-	462,060	462,060	-
Substitute Teachers	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	273,000	-	-	273,000	273,000	-
Specialty Teachers	-	-	-	834,450	-	-	834,450	834,450	-
Aides	-	-	-	226,660	-	-	226,660	226,660	-
Therapists & Counselors	-	-	-	72,600	-	-	72,600	72,600	-
Other	-	-	-	225,000	-	-	225,000	225,000	-
TOTAL INSTRUCTIONAL	-	-	-	4,197,270	-	-	4,197,270	4,197,270	-
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	170,170	-	-	170,170	170,170	-
Security	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	170,170	-	-	170,170	170,170	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	5,606,022	-	-	5,606,022	5,606,022	-
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	-	493,135	-	-	493,135	493,135	-
Fringe / Employee Benefits	-	-	-	183,942	-	-	183,942	183,942	-
Retirement / Pension	-	-	-	871,144	-	-	871,144	871,144	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,548,221	-	-	1,548,221	1,548,221	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	7,154,243	-	-	7,154,243	7,154,243	-
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	20,000	-	-	20,000	20,000	-
Legal	-	-	-	30,000	-	-	30,000	30,000	-
Management Company Fee	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	64,000	-	-	64,000	64,000	-
Special Ed Services	-	-	-	-	-	-	-	-	-
Titlment Services (I.e. Title I)	-	-	-	66,000	-	-	66,000	66,000	-
Other Purchased / Professional / Consulting	-	-	-	121,167	-	-	121,167	121,167	-
TOTAL CONTRACTED SERVICES	-	-	-	301,167	-	-	301,167	301,167	-

GRAND CONCOURSE ACADEMY CHARTER SCHOOL										
Budget / Operating Plan										
2019-20										
Total Revenue	-	-	12,386,916	(12,386,916)	-	-	12,386,916	(12,386,916)	-	
Total Expenses	-	-	11,232,925	11,232,925	-	-	11,232,925	11,232,925	-	
Net Income	-	-	1,153,991	(1,153,991)	-	-	1,153,991	(1,153,991)	-	
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed										
TOTALS AND VARIANCE ANALYSIS										
	Actual (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS										
Board Expenses	-	-	2,000	2,000	-	-	2,000	2,000	-	-
Classroom / Teaching Supplies & Materials	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Special Ed Supplies & Materials	-	-	48,274	48,274	-	-	48,274	48,274	-	-
Textbooks / Workbooks	-	-	62,000	62,000	-	-	62,000	62,000	-	-
Supplies & Materials other	-	-	1,000	1,000	-	-	1,000	1,000	-	-
Equipment / Furniture	-	-	23,000	23,000	-	-	23,000	23,000	-	-
Telephone	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Technology	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Student Testing & Assessment	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Field Trips	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Transportation (student)	-	-	170,000	170,000	-	-	170,000	170,000	-	-
Student Services - other	-	-	11,000	11,000	-	-	11,000	11,000	-	-
Office Expense	-	-	75,000	75,000	-	-	75,000	75,000	-	-
Staff Development	-	-	72,100	72,100	-	-	72,100	72,100	-	-
Staff Recruitment	-	-	3,000	3,000	-	-	3,000	3,000	-	-
Student Recruitment / Marketing	-	-	8,000	8,000	-	-	8,000	8,000	-	-
School Meals / Lunch	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Travel (Staff)	-	-	1,000	1,000	-	-	1,000	1,000	-	-
Fundraising	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Other	-	-	14,000	14,000	-	-	14,000	14,000	-	-
TOTAL SCHOOL OPERATIONS	-	-	595,374	595,374	-	-	595,374	595,374	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-	65,237	65,237	-	-	65,237	65,237	-	-
Janitorial	-	-	36,000	36,000	-	-	36,000	36,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	2,763,783	2,763,783	-	-	2,763,783	2,763,783	-	-
Repairs & Maintenance	-	-	40,000	40,000	-	-	40,000	40,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	4,000	4,000	-	-	4,000	4,000	-	-
Utilities	-	-	190,000	190,000	-	-	190,000	190,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	3,099,020	3,099,020	-	-	3,099,020	3,099,020	-	-
DEPRECIATION & AMORTIZATION	-	-	83,121	83,121	-	-	83,121	83,121	-	-
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	11,232,925	11,232,925	-	-	11,232,925	11,232,925	-	-
NET INCOME	-	-	1,153,991	(1,153,991)	-	-	1,153,991	(1,153,991)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
GRAND CONCOURSE ACADEMY CHARTER SCHOOL
2019-20

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Arlene Hall Waisburd

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Grand Concourse Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board of Trustee Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
Yes No


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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	Please write "None" if applicable. Do not leave this space blank.		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

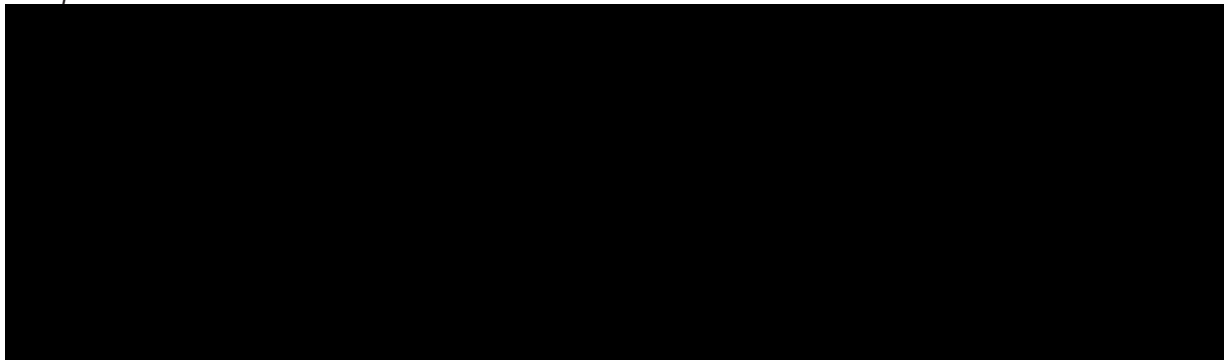
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6/13/2019

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Howard Banker

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Grand Concourse Academy Charter School (GCA)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Treasurer, Board

2. Is the trustee an employee of any school operated by the Education Corporation?
___ Yes ^x ___ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
___ Yes ^x ___ No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
019	Niece employed by school		kimberly Leich

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

DocuSigned by:

Howard Banker, Treasurer

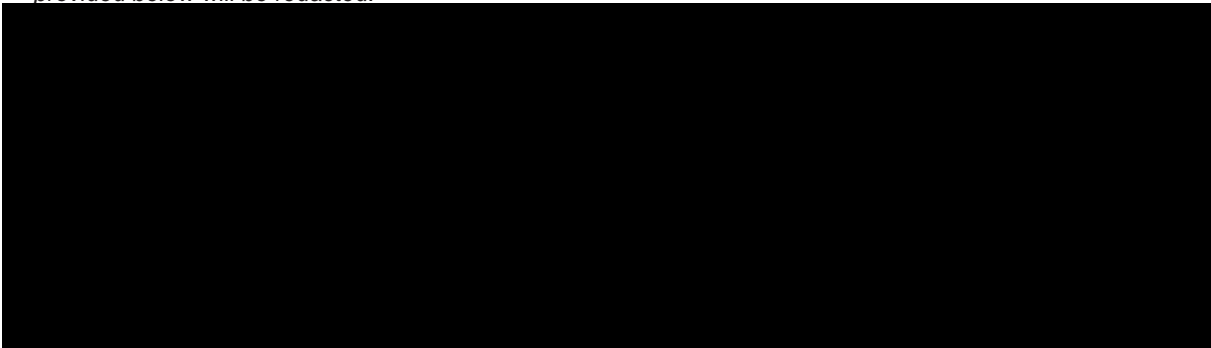
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6/13/2019

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Linda Schechter Manley

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Grand Concourse Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Secretary

2. Are you an employee of any school operated by the education corporation?

 Yes ^x **No**

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

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

 Yes ^x **No**

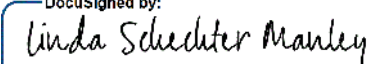
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
Prior to January 2016	Pro bono legal representation	on board	self

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

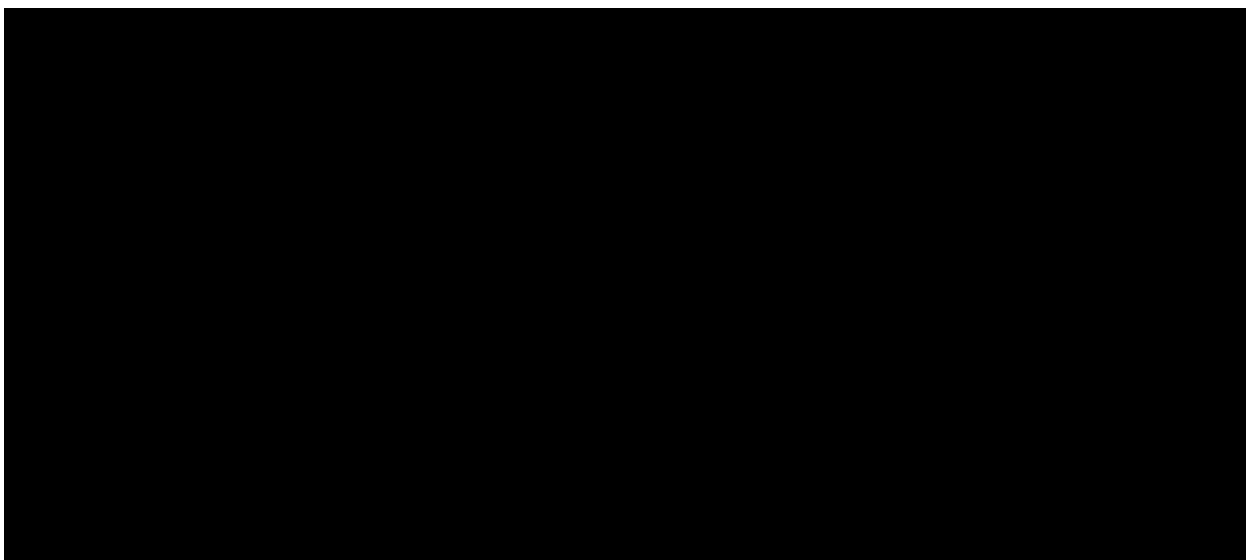
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
Lawyers Alliance for Boston Legal	Pro Bono	\$100,000+	self	recusal

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7/7/2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jaye Fox

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Grand Concourse Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Member

2. Is the trustee an employee of any school operated by the Education Corporation?
Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
Yes No

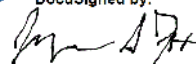
If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none	none	none

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
none	none	none	none	none

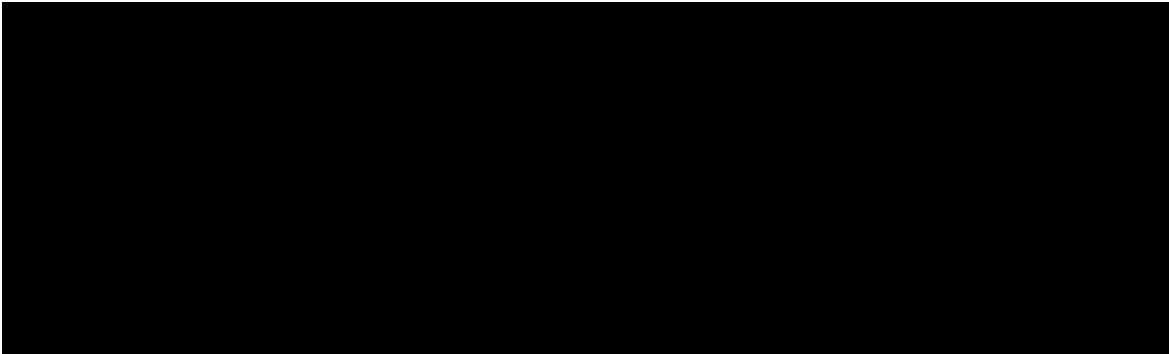
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/14/2019

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Lucia Mariani

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

GCA

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). board member

2. Is the trustee an employee of any school operated by the Education Corporation?
___ Yes ^x ___ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
___ Yes ^x ___ No

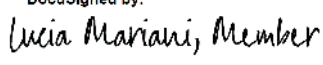
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
none				

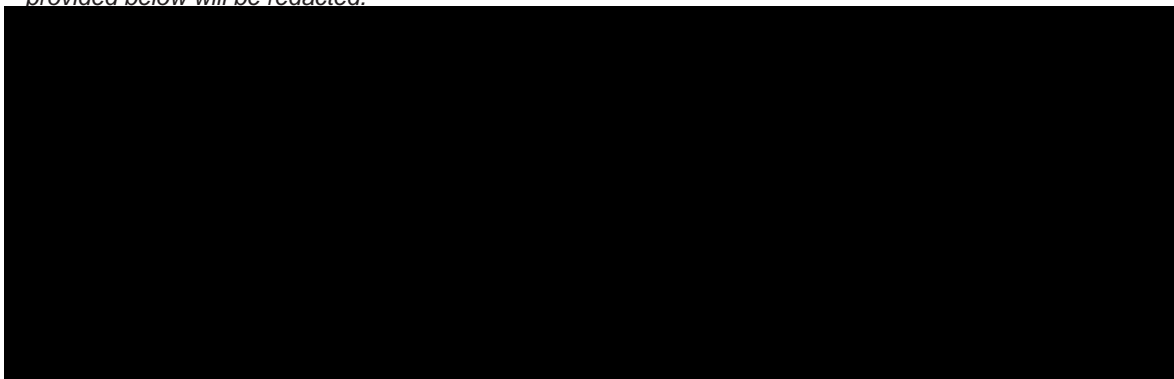
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Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Veronica DeJesus

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Grand Concourse Charter Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
Yes No

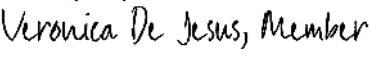
If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	NONE		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

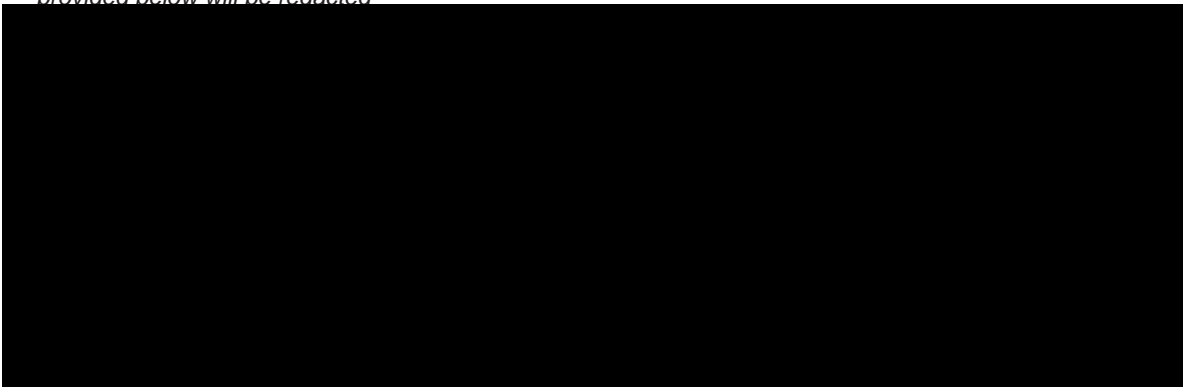
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6/10/2019

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted



<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Richard Conley

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Grand Concourse Academy

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation? ____Yes
_X___No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

____Yes __X__No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

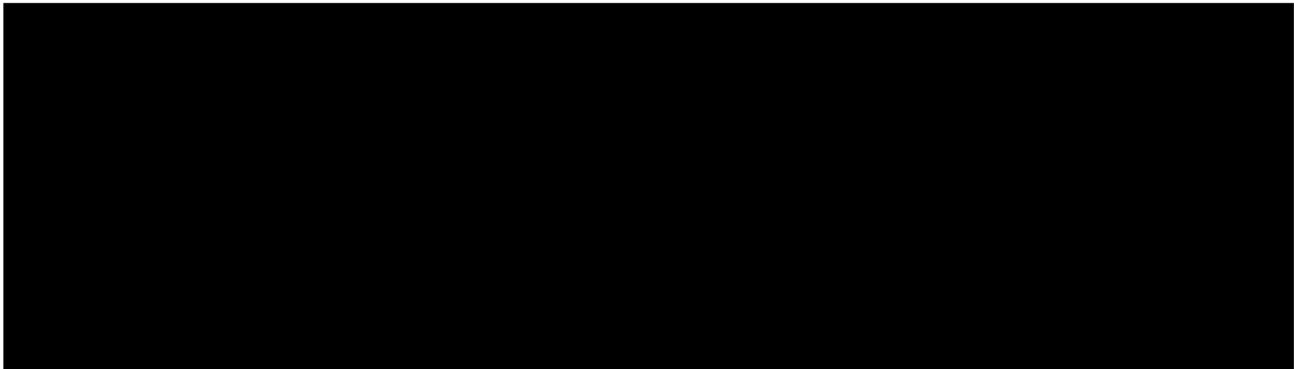
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None <i>Please write "None" if applicable</i>			<i>Do not leave this space blank.</i>	

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Entry 8 BOT Table

Created: 07/03/2019 • Last updated: 07/29/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Arlene Hall, [REDACTED]	Chair	Facility	Yes	3	8/01/2016	/31/2019	8
2	Linda Manley, [REDACTED]	Secretary	Legal	Yes	3	8/01/2014	/31/2019	5 or less
3	Howard Banker, [REDACTED]	Treasurer	Financial	Yes	3	8/01/2014	/31/2019	9
4	Richard Conley, [REDACTED]	Trustee/Member	Financial	Yes	1	1/01/2017	12/31/2021	
5	Jaye Fox, [REDACTED]	Trustee/Member	Financial	Yes	1	4/01/2017	3/31/2022	6
6	Lucia Mariani, [REDACTED]	Trustee/Member	Education	Yes	1		9/30/2022	

	Veronica De Jesus, [REDACTED]	Trustee/Member			1		9/30/2022	8
8								
9								

1a. Are there more than 9 members of the Board of trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	
b.Total Number of Members Added During 2018 19	
c. Total Number of Members who Departed during 2018 19	
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/29/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

GRAND CONCOURSE ACADEMY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	<p>We continue to advertise and increase parent outreach in low income neighborhoods. GCACS targeted several low income neighborhoods to reach ED families. Such neighborhoods include Castle Hill, Parkchester, Soundview and Clason Point. Statistically, about 30% of the population in these areas are at or below the poverty threshold. In 2018, an estimated 26% of Soundview, Parkchester and Castle Hill residents lived in poverty, compared to 25% in all of the Bronx and 20% in all of New York City. We sent direct mailing to day care facilities in these areas, as well as head start programs and preschools throughout these low income neighborhoods. Most of these programs receive government subsidies to enroll students and offer families financial assistance for those who cannot afford to join. GCACS staff also hand delivered hundreds of English and Spanish applications as well as school informational brochures door to door in low income neighborhoods. GCACS staff visited several NYCHA housing developments, where economically disadvantaged families receive government financial assistance. Flyers were also distributed to a local homeless shelter. GCACS also revised our 2019-20 Lottery</p>	<p>In 2018-19, our percentage of ED students was 82% and our district was 84%. GCACS targeted several low income neighborhoods to reach ED families. Such neighborhoods include Castle Hill, Parkchester, Soundview and Clason Point. Statistically, about 30% of the population in these areas are at or below the poverty threshold. In 2018, an estimated 26% of Soundview, Parkchester and Castle Hill residents lived in poverty, compared to 25% in all of the Bronx and 20% in all of New York City. Direct mailing to day care facilities in these areas, as well as head start programs and preschools throughout these low income neighborhoods. Most of these programs receive government subsidies to enroll students and offer families financial assistance for those who cannot afford to join. GCACS staff also hand delivered hundreds of English and Spanish applications as well as school informational brochures door to door in low income neighborhoods. GCACS visited several NYCHA housing</p>

	<p>Application to include optional questions asking families if they receive SNAP/TANF benefits and if the student resides in NYC public housing. Our intention is to make families feel welcome in providing this information and understand that the school does not discriminate against any applicant based on their answers. The staff members conducting outreach include the Director of Operations, and three School Aides, two of which speak English and Spanish. Our outreach includes an emphasis on our enrichment and academic intervention programs and detailed information on school support services for low income families, such as offering free or reduced price lunch. At our open houses and information sessions, we also cover how GCACS provides assistance with High School Placement.</p>	<p>developments, where economically disadvantaged families receive government financial assistance. Flyers were also distributed to a local homeless shelter. GCACS has also revised its 2019-20 Lottery Application to include optional questions asking families if they receive SNAP/TANF benefits and if the student resides in NYC public housing. Our intention is to make families feel welcome in providing this information and understand that the school does not discriminate against any applicant based on their answers.</p>
English Language Learners/Multilingual Learners	<p>We conduct outreach to multilingual preschools, daycares and programs to advertise to English Language Learners.</p> <p>We continue to translate all school materials, including the school website in as many languages as possible to communicate with diverse English Language Learners throughout communities.</p> <p>We schedule presentations at community centers, daycares and preschools, where school staff can provide information in English and Spanish.</p> <p>We designed our school website to showcase the school's cultural and ethnic diversities.</p>	<p>In 2018-19, our percentage of ELLs was 20% and our district was 25%. GCACS translated all advertising materials including brochures, flyers and applications in both English and Spanish. Bilingual staff were present during recruitment fairs at parks, libraries, local stores, businesses and daycares in predominantly multilingual speaking neighborhoods. As of 2010, 46.29% of Bronx residents age 5 and older spoke Spanish at home and GCACS targeted these residents through direct mailings of flyers in English and Spanish as a primary language. Interpreters and translation services were provided during all open house Information Sessions as well as during the public lottery. GCACS's lottery application asked applicants whether the child speaks a language other than English most of the time, welcoming and encouraging English Language Learners to apply.</p>
	<p>We continue to work with parents during registration and explain all services our school provides to meet their individual child's needs.</p> <p>We work with the CSE and parents to implement services.</p> <p>We offer social, emotional and behavioral support from 3 guidance counselors and 2 deans to address students with special needs.</p> <p>Our school flyers, advertisements, and</p>	<p>In 2018-19, our percentage of SWD was 11% and our district was 14%. GCACS continues to recruit SWDs. School flyers, advertisements, and informational brochures indicate how GCACS provides special education services for SWDs. GCACS has used direct mailing, in person visits and calls to several head start programs, preschools, learning facilities and tutoring centers who enroll SWDs. Parents who have visited</p>

Students with Disabilities	<p>informational brochures indicate how GCACS provides special education services for SWDs.</p> <p>GCACS has used direct mailing, in person visits and calls to several head start programs, preschools, learning facilities and tutoring centers who enroll SWDs.</p> <p>Parents who have visited GCACS's Open House Information Sessions were also informed how all students are welcome to apply and once students are enrolled GCACS with work with the Committee of Special Education to provide the best placement in the proper educational setting with the services each child needs.</p> <p>GCACS includes on its website the services the school provides and resources for parents/families to obtain additional information.</p>	<p>GCACS's Open House Information Sessions were also informed how all students are welcome to apply and once students are enrolled GCACS with work with the Committee of Special Education to provide the best placement in the proper educational setting with the services each child needs.</p> <p>GCACS includes on its website the services the school provides and resources for parents/families to obtain additional information. GCACS did revise our lottery application to ask optional questions regarding if a student has an IEP and/or require special services. The intention is to make families feel welcome to provide this optional information and understand our school does not discriminate against any SWD.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	<p>We offer social and emotional support by having 3 guidance counselors and 2 deans on the school staff.</p> <p>In 2017-18, we introduced a new Parent Coordinator position to address any help support hardships from low income parents or families.</p> <p>We continue to provide information to parents regarding benefits, services and support programs for low income families.</p> <p>We provide assistance with high school placement and gifted and talented programs.</p> <p>We assist parents with completing the NYC School Meals application to ensure low income families receive free or reduced priced meals for their child(ren).</p> <p>S.T.E.M. Our free enrichment program provides LEGO Robotics and advanced technology learning opportunities.</p>	<p>Our retention rate for ED students was 86% between 2017-18 and 2018-19. GCA has a full time Parent Liaison to interface with parents in low income households. The parent liaison will also provide details regarding school support services offered to low income students, including support to purchase uniforms, school supplies and other educational needs. School staff also inform parents of various services and programs available to low income students in temporary housing or shelters. Parents are made aware that students in shelters qualify for door to door bus service and other assistance families in need may be entitled to. GCA has a full time Guidance Counselor and a mandated counselor from the Dept of Education to provide social and emotional support to low income students.</p>
English Language Learners	<p>We continue to have certified ESL teachers on staff to provide differentiation strategies and techniques for English Language Learners.</p> <p>We utilize the NYC Charter School Center and NYSped Collaborative for school personnel to attend staff development workshops, webinars and information sessions regarding ELL services and practices.</p>	<p>Our retention rate for ELLs was 86% between 2017-18 and 2018-19. Going forward, GCA has hired a second full time, certified ENL</p>

<p>ngual Learn r s</p>	<p>Our school calendar incorporates cultural festivals and performances where students can perform in different languages and learn about the school's diversity. We continue to provide translation services for all parents and families at meetings, conferences, etc.</p>	<p>Teacher to continue providing services to English Language Learners.</p>
<p>Student s with Disabilit ies</p>	<p>We offer social and emotional support by having 3 guidance counselors to address students with special needs. We coordinate with the NYC DOE to provide mandated services for all students with Individualized Educational Programs. We work with parents at meetings, conferences and workshops to ensure all issues, needs and questions are fully addressed. We utilize the Special Ed Collaborative membership for school personnel to attend workshops, webinars and information sessions on Special Ed services and practices. Classroom teachers and special education teachers/service providers collaborate to ensure continuity in instruction for all students with IEPs. The majority of students who left GCA moved out of the city or state and due to the relocation of their residence, students were discharged from GCACS. Most of these students were SWDs and therefore our overall enrollment of SWD's declined between 2017-18 and 2018-19. In the upcoming school year, with a brand new facility, GCACS intends to utilize the additional space to accommodate smaller class sizes. Increased Teacher Assistant support will serve as an additional resource for young students. We will continue to review early intervention strategies to address students with special needs. In addition, we will appoint a Special Education Coordinator to collaborate with the school and the CSE to ensure all students receive the appropriate mandated services from their IEP.</p>	<p>Our retention rate for SWD was 67% between 2017-18 and 2018-19. In the upcoming school year, with a brand new facility, GCACS intends to utilize the additional space to accommodate smaller class sizes. There will be increased Teacher Assistant support that will serve as an additional resource for young students. GCA will continue to review early intervention strategies to address students with special needs. Guidance services will provide social and emotional support for the well-being of all SWDs and those students with special needs. GCA will continue to coordinate with the SpEd Collaborative and have GCACS staff attend conferences, workshops, trainings and webinars on how to provide the best services for SWDs. GCA will appoint a Special Education Coordinator to collaborate with the school, parents and the CSE to ensure all students receive the appropriate mandated services from their IEP.</p>



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/31/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	50	8.75	8.75	5	55

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	6.67	0	0	1.33	8

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
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Thank you



2019- 2020 STUDENT CALENDAR

September 9 th	Monday	First Day of School for all Students
September 16th	Monday	Half Day – Open House
September 30 th	Monday and	School Closed – Rosh Hashanah
October 1 st	Tuesday	
October 9 th	Wednesday	School Closed – Yom Kippur
October 14 th	Monday	School Closed – Columbus Day
October 21st*	Monday	Half Day – Staff Development
November 11 th	Monday	School Closed – Veteran's Day Observed
November 18th*	Monday	HALF DAY – 11:30 AM-12:30 PM Staff Development 1:30-3:30 PM - 1st Session PARENT/TEACHER CONFERENCE 5:30-7:30 PM – 2nd Session PARENT/TEACHER CONFERENCE
November 27st*	Wednesday	Half Day – Staff Development
November 28 th	Thursday and	School Closed – Thanksgiving Weekend
November 29 th	Friday	<i>Students return on Monday, December 2nd</i>
December 20th*	Friday	Half Day – Staff Development
December 23 rd	Monday thru	School Closed – Winter Recess
January 1 st	Wednesday	<i>Students return on Thursday, January 2nd</i>
January 17th*	Friday	Half Day – Staff Development
January 20 th	Monday	School Closed – Martin Luther King, Jr. Day
February 14th*	Friday	Half Day – Staff Development
February 17 th	Monday thru	School Closed – Mid-Winter Recess
February 21 st	Friday	<i>Student's Return on Monday, February 24th</i>
March 9st*	Monday	HALF DAY – 11:30 AM - 12:30 PM Staff Development 1:30-3:30 PM - 1st Session PARENT/TEACHER CONFERENCE 5:30-7:30 PM – 2nd Session PARENT/TEACHER CONFERENCE
April 8th*	Wednesday	Half Day – Staff Development
April 9 th	Thursday and	School Closed
April 10 th	Friday	<i>Students return on Monday, April 13th</i>
May 22nd*	Friday	Half Day – Staff Development
May 25 th thru	Monday thru	School Closed – Spring Recess
May 29 th	Friday	Students return on Monday, June 1 st
June 5th*	Friday	Half Day – Staff Development/Clerical Day
June 12th*	Friday	HALF DAY – Staff Development/Clerical Day
June 24th*	Wednesday	Last Day of School – HALF DAY FINAL REPORT CARDS

THURSDAY, JUNE 25TH & FRIDAY, JUNE 26TH WILL BE A MAKE-UP SNOW DAY