

MINUTES OF A MEETING OF  
THE BOARD OF TRUSTEES OF THE  
AMANI PUBLIC CHARTER SCHOOL

**December 14, 2020**

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on December 14, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran. Patrick Smith was absent.

Also present at the meeting were Debra Stern, Cara Martin, Phil Salmon, Jamell Scott, and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Ms. Stern shared pictures from the school's virtual holiday get together.
4. Reopening Plans. Mrs. Stern discussed the School's planning and currently contemplated timeline to Tier 2 (hybrid) instruction. She noted that a letter and video had been distributed to parents, transition planning continued (including with respect to testing strategy), and updates were being made to the School's employee manual in response to COVID-19.
5. Operations. Mr. Tanner discussed with the Board initial consideration of a potential overhaul of the School's HVAC system, and potential associated costs (including the initial costs involved to determine the required/desired scope of improvements and the related implementation cost).
6. Academic Update. Mr. Scott updated the Board regarding various academic matters, including the hiring of new staff members, attendance, and iReady updates.
7. Finance Update. Mr. Salmon updated the Board regarding various financial matters, including the an analysis of the School's projected financial performance vs budget, enrollment, and staffing.
8. Approval of Prior Minutes. The minutes of the Board meeting held on November 16, 2020, were reviewed and unanimously approved.

Items for Future Meetings.

- (a) Interim student assessment results
- (b) School building reopening planning
- (c) Strategic planning
- (d) ED Self-evaluation / SMART goals for ED priority plan.
- (e) Board self-evaluation planning (Board retreat).

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

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Stephanie E. Edwards  
Secretary

APPROVED:

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Sidney Burke  
Chair





## New York State Education Department

### Mid-Term Site Visit Report 2019-2020

#### Amani Public Charter School

Visit Date: May 22, 2020  
Date of Report: December 21, 2020

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Amani Public Charter School
<b>Board Chair</b>	Sidney Burke
<b>School Leader</b>	Debra Stern
<b>District of location</b>	Mount Vernon CSD
<b>Opening Date</b>	Fall 2011
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: August 29, 2011 - June 30, 2016</li> <li>• First Renewal: July 1, 2016 - June 30, 2019</li> <li>• Second Renewal: July 1, 2019 - June 30, 2022</li> </ul>
<b>Authorized Grades/Total Approved Enrollment</b>	Grade 5-8/ 355 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	60 South Third Avenue, Mount Vernon 10552 – Private Space
<b>Mission Statement</b>	<i>“Amani Public Charter School’s mission is to provide 100% of Mount Vernon students who attend the school from the 5th through 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.”</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Great Teaching</li> <li>• Rigorous Academic Program</li> <li>• Strong School Culture</li> </ul>
<b>Revision History</b>	<b>None</b>

**Noteworthy:** Amani Public Charter School (Amani) has been thoughtful and mission driven in its continued work of supporting students, families, and staff in reaction to the COVID-19 pandemic. During the remote learning period (March 16, 2020 - June 22, 2020) the school still maintained community circles, morning announcements and administrators took turns holding office hours for families. As part of the shift to remote learning, Amani staff contacted families on a weekly sometimes daily basis as needed to answer questions, provide resources and reassure families during the pandemic. It was an all hands-on deck approach with all staff members working as a team to support small groups of students and families placed in their group.

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

## SCHOOL CHARACTERISTICS

**Enrollment for the Current Charter Term**

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
<b>Grade Configuration</b>	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8
<b>Total Approved Enrollment</b>	355	355	355	355	355
<b>Actual Enrollment as of March 1, 2020</b>	355	355	346	N/A	N/A

## METHODOLOGY

### **Purpose of the Mid-Term Report**

Pursuant to the [Board of Regents’ Oversight Plan](#), described in your charter agreement and the [CSO Monitoring Plan](#), for a Board of Regents-authorized charter school, the CSO uses the mid-term site visit as an opportunity to provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the standards set forth in the [Charter School Performance Framework](#). Mid-term site visits are an important component of that oversight process and are designed to support transparent oversight and discussion of evaluative standards pertaining to full-term, short-term, and non-renewals.

After the virtual site visit, the CSO will provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the Performance Framework benchmarks. Information gathered through all site visits during a school’s charter term becomes part of the school’s record of performance and is used to inform renewal decisions at the end of the school’s charter term.

### **Virtual Mid-Term Site Visit Methodology**

A virtual mid-term site visit was conducted at Amani May 22, 2020. The CSO team conducted interviews with the board of trustees and school leadership team. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.



The team conducted seven remote classroom observations in Grades 5-8. The observations were approximately 20 minutes in length and conducted jointly with the principal and humanities/STEAM coaches.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- Current 2019-2020 organizational chart;
- A 2019-2020 master school schedule;
- Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- NYSED CSO Parent Survey results;
- NYSED CSO Teacher Survey results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: Academic and Enrollment Data;
- NYSED Attachment 2: Fiscal Dashboard Data;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- Faculty/Staff Roster;
- School-submitted Annual Reports;
- Prior CSO check-in monitoring reports;
- Remote Learning Resources Website; and
- Continuity of Learning plan due to COVID-19.

## BENCHMARK ANALYSIS

The [Performance Framework](#), which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with Performance Framework benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the virtual site visit conducted from May 22, 2020 at Amani Public Charter School, see the following performance benchmark ratings and discussion.

**New York State Education Department  
Charter School Performance Framework Rating**

<b>2015 Performance Benchmark<sup>2</sup></b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>2</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

## **Summary of Findings**

- Amani Public Charter School serves students in Grades 5-8 in Mount Vernon, NY. The school is in its ninth year of operation and under its third charter term. Along with other public schools in New York State, because of COVID-19 all instruction and interactions between students, families and staff became virtual. Amani was visited during its first year of its current three-year term and is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. *Additional details regarding those ratings are provided below.*
  
- **Areas of Strengths:**
  - Amani Public Charter School is overall organizationally, fiscally, and educationally sound. While the leadership of Amani has been stable since its inception, beginning this year the school academic structure has changed with a principal now in place, replacing the director of school culture and athletics and the director of curriculum and construction positions. The school continues to implement academic changes in an effort to improve student outcomes and meet the Performance Framework benchmarks. All stakeholders demonstrated a thorough commitment to supporting students and families, especially during the COVID-19 pandemic and transition into a virtual community.
  - Amani is a community-based school that empowers students and the community they serve. Students participate in athletic competitions with other schools, they design and implement community service projects; and the executive director has fostered partnerships with community-based organizations to enhance student learning in the arts. Additionally, student field trips are designed to enhance the curriculum they are studying in the humanities and science; as well as provide opportunities for students to visit college campuses. The Latin class had planned a visit to Italy for May 2020; unfortunately, students were not able to travel due to the COVID-19 pandemic.
  
- **Areas in Need of Improvement:**
  - The NYSED CSO issued Amani a Notice of Deficiency in March 2020. They failed to enroll a comparable number of students with disabilities (SWD) and English language learners (ELLs) and economically disadvantaged students (ED) when compared to the district of location. Though the school made additional efforts to recruit specialized populations, at the time of the site visit it was unclear if those efforts made any significant changes to enrollment.
  - The site visit team conducted virtual classroom observations virtually. High-quality instructional practices were evident, though inconsistent. For some of the classes observed, class sizes were large (40+ students) and the ability for teachers to reach every student seemed challenging. Teachers then used break out rooms with their teaching partners to provide small group support. Amani still has not yet reached state averages in ELA or mathematics. On the most recent state assessments data available (2019) academic performance for all students in ELA has dipped by one percent while mathematics on has improved by six percent. Scores since the 2014-2015 school year have generally exceeded that of the Mount Vernon CSD in ELA by two to ten percentage points. During that same time period math performance has been inconsistent with scores below the district of location by six percent and above the district by thirteen percent.

- In 2018-2019 the school's auditor noted on going issues with special education billing that needs to be evaluated and corrected by the school.

### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

#### **Finding: Approaches**

##### **Academic Program for Middle School:**

- Amani serves Grades 5-8 with an extended day, core subject of English Language Arts, mathematics, social studies, and science. Students also have access to physical education, art, music, technology, Latin, health. Additional supports are provided through an Achieve Class and Study Skills.
- Amani has mixed academic outcomes, based on the data available for 2017-2018 and 2018-2019. It out-performed Mount Vernon CSD in ELA proficiency rates yet underperformed the school district in math rates. It has not met the state's average proficiency rates in math or ELA.

##### **Academic Program for students with disabilities (SWD) and English language learners (ELLs):**

- Students with disabilities are serviced in integrated co-teaching (ICT) classrooms.
- Amani has three full-time special education teachers and a special education coordinator.
- Amani uses an immersion model for its ELLs.
- Amani currently does not have any full-time dedicated staff member to support ELLs.

#### **Summative Evidence for Benchmark 1:**

*See Attachment 1 for data tables and additional academic information.*

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLs.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade-level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

### Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** Amani curriculum and assessments are generally aligned to the New York State Learning Standard (NYSLs) for all students as evidenced by the school's renewal charter application, confirmed during the site visit leadership team interview and supplemented by

documents submitted to NYSED by the school on benchmark alignment, including its Continuity of Learning Plan. In addition, 97% of teachers that responded to the NYSED CSO teacher survey administered prior to the site visit agreed that Amani has a documented curriculum that is aligned to the New York State learning standards. It should be noted that the state mandated move to virtual learning from March 16, 2020 to the end of the school year created an abrupt change in instructional practices. Amani was able to pivot, with staff and students utilizing tools and platforms that were already familiar. As outlined in Amani's Continuity of Learning Plan (CLP), students and staff used: iReady, Read-A-Thon, Google Classroom, Nearpod, and Gmail. It should also be noted that the NYSED CSO surveys for teachers and parents were conducted pre-COVID-19, before the move to virtual learning.

- **Indicator b:** As delineated in the CLP and further detailed during the site visit team's interview with the leadership team through the period of virtual learning teachers remotely monitor scholars progress and completion of assignments. The school principal along with coaches supported teachers to align work assignments to Amani's Scope and Sequence for math and ELA. Teachers worked to adjust pacing so that all key content ideas and understandings would be covered by the end of the year, despite the change in delivery. The site visit team members were able to virtually observe instruction but did not review unit or lessons plans.
- **Indicator c:** The curriculum appears to be aligned horizontally across classrooms at the same grade level and vertically between grades. Of the teachers that responded to the NYSED CSO survey, 86% agreed that the school's curriculum is aligned horizontally across same grade-level classrooms. Out of the 36 teachers that responded to the survey, five members either disagreed, strongly disagreed, or did not know. However, 92% of teachers responded that the school's curriculum is aligned vertically among grade levels. The leadership team also described to the site visit team that prior to COVID-19, the humanities and STEAM coaches worked with grade-level teachers to develop pacing and unit plans in their content areas for all grades. During the transition to virtual instruction, assignments based on strands were developed via an on-line platform and teaching staff made efforts to have cross grade planning on the same platform.
- **Indicator d:** Most of the virtual classes observed by the site visit team consisted of 40 or more students on a grade with at least two teachers per class and in at least one observed class, two general education teachers and one special education teacher. Differentiation within the instructional period was not directly observed, though the principal reported that pull-out instruction for students that needed or were mandated for more direct support occurred towards the end of the instructional period. Differentiation occurs during assignments and tailored learning platforms. Based on the CLP, students who do not do well on submitted assignments had their work returned with feedback so the work can be redone or added to. Students worked on iReady generated "my path" lessons to address their specific deficits. All core subject teachers (ELA, math, social studies and science) held live office hours weekly to assist students and families with questions and concerns related to assignments).
- **Indicator e:** Amani collects qualitative and quantitative data, but it was unclear how all the data is used to regularly evaluate the quality and effectiveness of the academic program, and how the program may be modified accordingly. Though during the interviews with the leadership team and board, data collection and usage was emphasized, the efficacy of the analysis was unclear. For example, the leadership team and board could not articulate why there was such a deep drop in Algebra I performance from 2017 to 2018. And what, if any, changes made from 2018 in response to the drop beyond the restructuring of the leadership

team. It appears that curricular and programmatic revisions were in reaction to the results of 2017-2018 state assessment performance more so than on internal data analysis.

2. Element: **Instruction:**

- **Indicator a:** In its 9th year of operation, Amani's leadership team has developed a common understanding of high-quality instruction, focusing on student needs and the school's culture of support. Though the principal position is newly implemented, the leadership team members are not new to the school. Described by the leadership team during the interview and echoed by the NYSED CSO survey, teachers are supported in instructional planning and practices. Amani teachers met regularly to allow for common planning and used data to meet students' needs (e.g., data derived from iReady and end of unit assessments). Ninety-four percent of respondents of the NYSED CSO survey faculty members agree that they frequently collaborate on matters of curriculum and instruction. Teachers reported that they attend structured grade specific meetings at least one time on a weekly basis and had informal meetings take place on an as needed basis. In addition, they collaborated with each other and administration on content planning every week. During the three-phased implementation of virtual learning, direct instruction synchronistic instruction began during Phase 3 of their CLP (the week of May 18). In Phase 1, students were given daily assignments and optional virtual office hours (when teachers were available for questions and support) were offered for the first three weeks of virtual learning. During Phase 2, to supplement the daily work assignments and office hours, pre-recorded instruction became available for students.
- **Indicator b:** Across the observed virtual classrooms, students were mostly engaged and aware of classroom rules and procedures with very few students not being 'on screen' during the observations (i.e. in the virtual class but not on camera). Teachers interacted with students by using various methods, including calling on them individually, asking students submit answers into the classroom 'chat' box and asking for a thumbs-up to check for understanding.

3. Element: **Assessment and Program Evaluation:**

- **Indicator a:** Pre-virtual learning, as indicated in the leadership team interview and the NYSED CSO survey, Amani uses a system of formative (e.g. anecdotal notes, exit tickets, observations), diagnostic (e.g. iReady) and summative assessments (e.g. end-of-unit tests). With a virtual learning structure, the same sets of data were being gathered though the leadership team were looking at it differently as not every student has had access to technology and the internet during Phase 1. Staff also used an attendance tracker to gauge how many students were logging on, especially as the school moved between phases. That data was also used to reach out to students, see how they were doing, and to catch them up for missed classes.
- **Indicator b:** Amani collects qualitative and quantitative data on a regular basis and teachers review the data to assess students' needs. Based on the 36 written responses to NYSED CSO's teacher survey, there was general consensus of how student data is used to guide instruction. Most respondents used data for small group instruction, differentiation, and re-teaching. For example, a typical respondent used iReady data, exit tickets and classroom checks for understanding to rearrange groups, restructure lessons to address concerns/challenges, and plan for re-teaching a whole group mini lesson to address a standard or skill.
- **Indicator c:** Amani collects qualitative and quantitative data, but it was unclear how all the data is used to regularly evaluate the quality and effectiveness of the academic program, and



how the program may be modified accordingly. For example, beyond the organizational structure change, what, if any, changes made from its renewal to this year wasn't articulated to the CSO site visit team or in the documents provided by the school.

However, with the unforeseen challenges of moving to virtual instruction and collecting enough student generated data, attempts to measure the quality and effectiveness of the academic program at this point would be moot.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** Amani provides supports to generally meet the academic needs for its students, though academic performance on state assessments of its SWD, ELLS/MLLS and ED students are mixed. These diverse learners outperformed Mount Vernon School District and the State in ELA; however, all groups underperformed the State and district in math. On the 2018 assessments, no ELLS/MLLS scored as proficient. To accommodate diverse learners during virtual classes, the principal reported that students that needed or were mandated for more direct support were provided pull-out instruction towards the end of each class period.
- **Indicator b:** Amani's 2018-2019 Annual Report described how students are supported via a tiered intervention system. The school describes how identified students can be offered various of support by such adults as their classroom teacher, a special education coordinator, a social worker, and four special education certified teachers. Amani provides a full continuum of services for students with disabilities. In accordance to the school's CLP, since the move to virtual instruction, Amani has been in contact with Mount Vernon CSD regarding Annual Review Meetings. all CSE meeting were moved to video conference calls with all parties. To support students, they were contacted in accordance with their IEPs. The school social worker created a document to track check ins and check in attempts. After the transition, mandated counseling services began on March 19, 2020 and the special education case managers worked with their students remotely. Students were monitored daily on iReady and Google classroom in completing class assignments. These assignments were modified as teachers work one to one over the phone to support students as they complete their work. Speech services also continued remotely. The speech pathologist mailed work specific to each child's IEP goals every two weeks and also held phone conversations with students to work on their individual need.

### Benchmark 3: Culture, Climate and Family Engagement

*The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students' strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to parent or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

1. Element: ***Behavior Management and Safety:***
  - **Indicator a:** During the year of its renewal (2018-2019) Amani had implemented classroom management norms based on "Teach Like a Champion" with greater fidelity, including greater use of a merit/demerit system, common hand gestures and count-down language. According to the NYSED CSO teacher survey, 92% of teachers strongly agree or agree there is a school-wide discipline policy that is consistently applied. In addition, 86% believe that discipline policy is clearly explained. Of parents that responded to the NYSED CSO survey, 75% either

strongly agreed or agreed that disciplinary consequences are fair and consistently enforced.

Within a virtual learning environment, the principal reported that behavioral management with regard to the discipline policy shifted. Teachers and staff used wellness checks, frequent communication with students and parents, and greater flexibility in working with students.

- **Indicator b:** Based on the virtual classrooms observed, students were actively participating and willing to share their thoughts and ideas. When called upon to answer a question, students appeared comfortable to take risks and respond even when they were unsure of a correct response. The school has taken an all-hands on deck approach since switching to remote instruction. School leadership reported that students and families are openly sharing concerns and asking questions of their school appointed leader of their small group.
- **Indicator c:** The school has written policies and systems in place to ensure that the environment is free from harassment and discrimination.
- **Indicator d:** Based on the virtual classrooms observed, students were overall engaged with little to no distracting behavior.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** Amani parents positively indicated that teachers communicate with them to discuss their students' strengths and needs. Of the parents that responded to the NYSED CSO survey, 93% either strongly agreed or agreed that teachers and other staff communicate regularly with parents and families. As reported by the Leadership team during the site visit interview, during the onset of COVID-19, each staff member was assigned a case load of students that they contacted every week to answer questions and reassure families. Amani also regularly kept families informed of the change, processes, and procedures from in-person to a virtual instruction via its website, through emails, newsletters, and surveys.
- **Indicator b:** The leadership team reported that it uses a mix of tools (texts, emails, calls, newsletters, etc.) to gather feedback from parent and community members to be responsive to their concerns. Based on the responses of the NYSED CSO teacher survey, 100% of teachers strongly agree or agree that they regularly communicate with families on issues related to academics. Interesting to note that of the parents that responded to the NYSED CSO survey, 75% either strongly agreed or agreed that they receive regular and timely information on their child/children's academic progress though 100% were aware of the academic supports available to their child/children.
- **Indicator c:** Of the parents that responded to the survey, 75% believed that Amani seeks feedback from parents through surveys, meetings, or some other forum. Since the transition to virtual learning, Amani has conducted several surveys, including asking families about their technology and internet access needs. Based on the results, the school distributed 98 chrome books to students to create a 1:1 ratio of students to technology. In addition, it has sent out one-survey questions to families. For example, it has surveyed parents on how they feel about school opening in the fall and if they will send their student to the school if it reopens for in-person instruction.
- **Indicator d:** Of the parents that responded to the NYSED CSO survey, while 62.5% either strongly agreed or agreed that Amani has a clear complaint policy, 87.5% believed that the school has social or emotional programs and supports for children who need them.
- **Indicator e:** While 97% of teachers either strongly agree or agree that Amani regularly communicate with families and the community on issues related to academics, of the parents

that responded to the NYSED CSO survey, 75% agreed that Amani informs parents about how it performs compared to other schools in the district and New York State.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** Amani invests in supporting the social emotional needs of students. Staff include a guidance counselor, a social worker and the social work intern. Of the teachers that responded to the NYSED CSO survey, 100% either strongly agreed or agreed that Amani has social or emotional programs and supports for children who need them. Eighty-seven percent of parents also agreed that supports are in place. In the written comments of the survey, teachers were overall consistent that students who are mandated for counseling are seen regularly by the school social worker. Those students who need support but are not mandated worked with the social worker, guidance counselor and social work intern. Teachers are also very involved in supporting students in making parents aware of any emotional struggle during the day. With the transition to virtual learning, as reported by the school Leadership team and detailed in the CLP, Amani shifted all staff members to take on a case manager role with students. Amani divided students into small groups and paired them with a staff member to ensure that the communication lines remain consistent between families and the school. Each case manager was responsible for contacting each student twice a week at minimum, to discuss any needs the families may have, whether they be academic or emotional.
- **Indicator b:** Amani conducted weekly Student Concerns meetings for each grade to discuss students generated concern amongst teachers, socially or academically. The meetings were led by the guidance counselor and the school social worker. If necessary, parent meetings or phone calls home were made to address the concerns brought up at these meetings. Of the teachers that responded to the NYSED CSO survey, 83% either strongly agreed or agreed that the school collects and uses data to track the social-emotional needs of all students. As delineated in the CLP, during the period of virtual instruction, teachers collected information that was reviewed by administration and teachers to keep everyone aware of individual circumstances that may impact progress. The documents were reviewed daily to provide the necessary social-emotional support as needed. Teachers were instructed to will review notes and take these specific circumstances into account when monitoring academic progress and grades.
- **Indicator c:** With the unforeseen challenges of moving to virtual instruction the school has paired each student with a staff person and with a small group of students and families. These small groups meet virtually on a weekly basis; as do the student and staff person. Staff are reporting to school leadership the needs of students and the need for additional resources to support the programs in place and to support students' social and emotional health.

#### **Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding: Meets**

#### **Summative Evidence for Benchmark 4:**

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

#### **Financial Condition**

Amani Public Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

#### **Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Amani Public Charter School's 2018-2019 composite score is 2.29.

**Amani Public Charter School's Composite Scores  
2014-2015 to 2018-2019**

<b>Year</b>	<b>Composite Score</b>
2014-2015	3.00
2015-2016	2.59
2016-2017	2.39
2017-2018	2.79
2018-2019	2.29

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Amani Public Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses. However, the school's auditor did note the recurring issue of improper billing for students receiving special education services, beginning with the school year ended June 30, 2014, where the school was not using updated rates based on the students' districts of residence. The auditor recommended that the school review public excess cost billing to accuracy and completeness to ensure amounts billed are proper and represent the entire amount due. School leadership and the board acknowledged this had been a problem in the past; but has been rectified.

### Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

#### Finding: Meets

##### Element

##### Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

#### Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance:***

- **Indicator a:** Amani is generally meeting the indicators under this benchmark. The board has expanded to six directors, expanding its capacity by bringing on another director with relevant academic experience. Board members are highly invested in the school. Each member contributes their expertise and skills by participating in various committees. During the site visit, the CSO site visit team met virtually with three members of the board, including the chair.
- **Indicator b:** The board engages in strategic improvement by working closely with the executive director and the Leadership team. The board is aware of the academic performance of the school, particularly in regards to the drop in math and Algebra I Regents performance and has made efforts to support the executive director and principal.

As indicated in the available board minutes, during the transition to virtual learning the board was presented with data regarding various metrics that were being analyzed related to the school's remote learning operations, including attendance, time on task, and other measures of student activity.

- **Indicator c:** The board understands its oversight responsibilities for the charter school management, fiscal operations and progress toward meeting academic and other school goals. With regard to Amani being placed on a Corrective Action Plan because of its enrollment deficiencies, the board members indicated that this is an area of concern and that they were aware of the outreach and recruitment efforts that had taken place.

- **Indicator d:** At the end of every school year, the board meets to update and revise policies and strategically plan for the following year. Board members stated that they participate in a board retreat annually and hire consultants to provide them with board development and training.
- **Indicator e:** As reported by the board to the CSO site visit team, it is in the process of developing a self-evaluation process. The board is currently revising a draft self-evaluation survey. After the end of the school year, the board expects to distribute the self-evaluation survey to members and to review the results over the summer, potentially as part of a board retreat. The results of the survey and related review will inform potential future changes in board structure and operations.

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The board intends to use a rubrics-based evaluation for the executive director that will be implemented this year for the first time. In the past, performance reviews were conducted in the form of a discussion between the chairman and the school leader with a self-evaluation. The Leadership Evaluation Plan that was submitted to the CSO site visit team was inclusive of the entire Leadership team and not specific to the executive director.

- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. For example, the Board minutes and agendas are available on the Amani website and Board members have consistently submitted annual disclosure of financial interest forms to NYSED.



### Benchmark 7: Organizational Capacity

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

#### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> <li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li> <li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li> <li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li> <li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li> </ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> <li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li> <li>b. The school has established structures for frequent collaboration among teachers.</li> <li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</li> <li>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</li> <li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li> </ul>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li> <li>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</li> <li>c. The school monitors the efficacy of contracted service providers or partners.</li> </ul>

#### Summative Evidence for Benchmark 7:

1. Element: **School Leadership:**

- **Indicator a:** The school leadership team indicated that they work together to support each other and be self-reflective in their work. They meet regularly and self-assess how they can improve their practices to support teachers and students. They have an all-hands on deck approach. School leadership is stable; and the school principal was hired from within after holding other leadership positions; the executive director has led the school since its

foundation and has restructured the Leadership team to effectively support and promote the mission and vision of the school. The executive director reports directly to the board, and all instructional, non-instructional, and administrative personnel report to the executive director.

The Leadership team recognizes the academic and culturally challenges that face the school during the COVID-19 pandemic and have worked diligently to provide a consistent and unified message of support to staff, students and families.

- **Indicator b:** Staff is clear about the chain of command and understands the roles and responsibilities of all administrative staff. Changed this year, there are now three teams in place: finance and operations led by directors, and instruction, led by the principal. The directors and principal works closely with the executive director and each other to ensure that there's operational and fiscal alignment to execute the school's mission and vision. For the most part, roles and responsibilities of the leadership team, staff, management, and board members are defined. Ninety-four percent of the NYSED CSO teacher survey respondents felt that leadership demonstrates a high level of accountability and that leadership takes responsibility for outcomes. However, according to the CSO survey, only 50% of teachers knew who was Dignity for All Students Act (DASA) coordinator and 22% were unaware that a DASA policy was in place.
- **Indicator c:** Amani has a communication systems and decision-making processes in place which is produces generally effective communication across the school. Ninety-two percent of NYSED CSO surveyed teachers strongly agreed or agreed that school leadership has systems in place to solicit staff feedback. Of the parents that responded to the NYSED CSO survey, 75% either strongly agreed or agreed that they received regular and timely information on their child/children's academic progress.
- **Indicator d:** From the 2017-2018 school year to the 2018-2019 year, 47% of teachers and 10% of Amani's administrators left the school. However, Amani added eight new administrative positions in 2018 that were fully staffed.

2. Element: ***Professional Climate:***

- **Indicator a:** The executive director and the board stated that their teacher recruitment plan and strong professional development plan allows them to be fully staffed with high-quality personnel to meet educational and operational needs, including finance, human resources, and communication. At the time of the site visit, the Leadership team and administration was fully staffed. Based on the CSO survey, 75% of Amani teachers have four or more years of experience.
- **Indicator b:** The school has established structures for frequent collaboration among teachers. Close to 95% of surveyed teachers reported that they frequently collaborate on matters of curriculum and instruction. Even with the transition to virtual instruction, staff met frequently, including regular grade-level meetings, planning meetings with coordinators, and coaching meetings.
- **Indicator c:** Amani works to ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. Staff wide professional development training occurs during the summer and several times throughout the school year, including the time in virtual instruction. As detailed in the CLP and during the Leadership team interview, a special training session was held on March 15, 2020 for all staff on Amani On Line procedures. The Leadership team

continued to maintain regular meetings, including weekly professional development sessions that were conducted virtually on Wednesdays.

- **Indicator d:** Amani has a teacher evaluation rubric in place that includes teacher self-assessments, and classroom observations for teacher support and evaluation. Goals setting is done on an individual basis in collaboration with school leadership. As the school transitioned to virtual instruction teacher observations continued, however the form of observations and feedback also pivoted to encompass virtual office hours, pre-recorded lessons, and synchronistic, on-line instruction.
- **Indicator e:** Amani has mechanisms to solicit teacher feedback and gauge teacher satisfaction. In addition to weekly staff meetings, the Leadership team solicits staff surveys and feedback. Ninety-two percent of NYSED CSO surveyed teachers strongly agreed or agreed that school leadership has systems in place to solicit staff feedback.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

**Benchmark 8: Mission and Key Design Elements**

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

**Finding: Meets**

Element

Indicators

1. *Mission and Key Design Elements*

- a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.
- b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

**Summative Evidence for Benchmark 8:**

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** School leadership and staff express a shared vision of the school and its mission and key design elements. Ninety-seven percent of teachers who responded to the NYSED CSO survey believe that Amani's mission is clear and is shared by all stakeholders.  
**Indicator b:** Amani is implementing its three key design elements as originally chartered by NYSED and by its approved revisions. These elements include Great Teaching, a Rigorous Academic Program and a Strong School Culture. The leadership team and teachers responded to questions during focus groups articulating how program components were aligned to their mission and or a key design element. The school is implementing a coaching system and on-going professional development to support great teaching and rigorous lessons.

### Benchmark 9: Enrollment, Recruitment, and Retention

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

#### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

#### Summative Evidence for Benchmark 9:

1. Element: **Targets are met: N/A**
2. Element: **Targets are not met:**
  - **Indicator a:** Amani maintains sufficient enrollment demand and maintains a waitlist of students. However, it falls short of being within five percentage points of meeting all subgroup populations comparison to Mount Vernon CSD, its district of location. Amani was issued a Notice of Deficiency (NoD) in March 2020 by the NYSED Charter School Office due to its deficiency in enrolling a comparable number of SWDs, ELLs, and students who are EDs in comparison to the Mount Vernon CSD.
  - **Indicator b:** The board approved an amendment to Amani’s admission policies for the 2020 lottery and have implemented a weighted lottery system with preferences given to ELLs and SWDs. Amani will continue to set targets for ELLs and SWDs on an annual basis on the percentages of ELLs and SWDs in the Mount Vernon CSD, as determined from the final BEDS-day enrollment for the same grades served by APCS in the year prior to the lottery.
  - **Indicator c:** During site visit interviews, the Leadership team and board both described efforts to target specialized populations, as noted in the CAP. The recruitment efforts were hindered by the impact of COVID-19, though Amani had enough applications to warrant a lottery which was held on May 13. As noted in the board minutes of April and May, this is the first year that

the lottery will include weighting in favor of SWD and ELLS/MLLS (but only after Mount Vernon residents, since students from the district of location have priority).

**See Attachment 1 for data tables and additional student enrollment and retention information.**

**Benchmark 10: Legal Compliance**

*The school complies with applicable laws, regulations, and the provisions of its charter.*

**Finding: Meets**

Element

Indicators

1. *Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
- b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

**Summative Evidence for Benchmark 10:**

- 1. Element: **Legal Compliance:**
  - **Indicator a:** The school appears to currently be in compliance with state and federal laws pertaining to its charter as well as its financial management and oversight, governance and reporting, and health and safety requirements.
  - **Indicator b:** Though Amani is currently under a corrective action plan (CAP) due to its February 2020 Notice of Deficiency for academic and enrollment deficiencies, it has begun to undertake appropriate corrective action to improve enrollment deficiencies by implementing a weighted lottery and increasing targeted outreach efforts for SWDs and ELLs. It has implemented necessary safeguards to maintain compliance with all legal requirements.
  - **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions such as approval for the implementation of its weighted lottery.

## Attachment 1: 2019-2020 Midterm Site Visit

### Amani Public Charter School

#### Benchmark 1:

##### Indicator 1: All Schools

###### *1.a.i. Accountability - ESEA Accountability Designation:*

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

###### *1.b.i. Similar Schools Comparison – Comparative Proficiency:*

This metric is being updated.

##### Indicator 2: Elementary/Middle School Outcomes

*2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.*

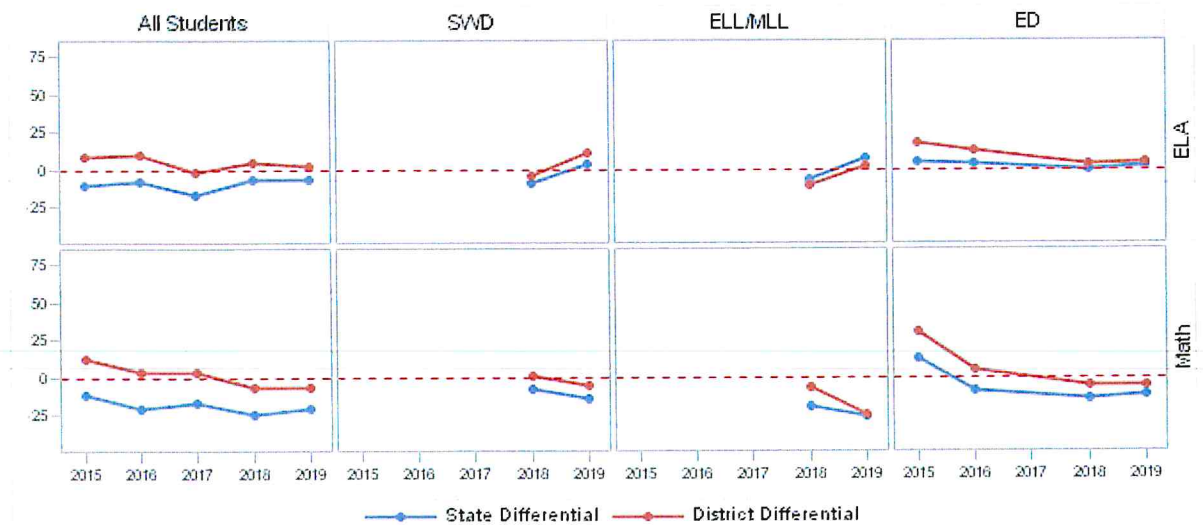
**Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%**

		All Students	SWD	ELL/MLL	ED
ELA	2015-2016	46%	.	.	46%
	2016-2017	32%	.	.	.
	2017-2018	45%	25%	25%	41%
	2018-2019	48%	29%	36%	49%
Math	2015-2016	24%	.	.	24%
	2016-2017	32%	.	.	.
	2017-2018	25%	11%	0%	23%
	2018-2019	33%	8%	9%	32%

*\*See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

**Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time**



\*See NOTES (1), (2), (3), and (6) below.



**Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS**

		ELA					Math				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	21%	12%	+9	31%	-10	24%	11%	+13	36%	-12
	2015-2016	28%	18%	+10	36%	-8	16%	12%	+4	36%	-20
	2016-2017	22%	24%	-2	39%	-17	20%	17%	+3	37%	-17
	2017-2018	37%	32%	+5	43%	-6	17%	23%	-6	41%	-24
	2018-2019	36%	34%	+2	43%	-7	23%	29%	-6	43%	-20
SWD	2017-2018	5%	9%	-4	14%	-9	5%	4%	+1	13%	-8
	2018-2019	17%	6%	+11	13%	+4	0%	5%	-5	14%	-14
ELL/MLL	2017-2018	11%	21%	-10	18%	-7	0%	7%	-7	19%	-19
	2018-2019	27%	25%	+2	20%	+7	0%	24%	-24	26%	-26
ED	2014-2015	26%	9%	+17	21%	+5	33%	3%	+30	21%	+12
	2015-2016	29%	17%	+12	26%	+3	16%	11%	+5	25%	-9
	2017-2018	34%	30%	+4	34%	0	16%	21%	-5	30%	-14
	2018-2019	35%	30%	+5	33%	+2	21%	26%	-5	33%	-12

\*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

**Table 3: Aggregate Grade Level Proficiency**

		ELA					Math				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2014-2015	18%	14%	+4	30%	-12	19%	19%	0	43%	-24
	2015-2016	18%	14%	+4	33%	-15	4%	16%	-12	40%	-36
	2016-2017	14%	25%	-11	35%	-21	18%	24%	-6	43%	-25
	2017-2018	27%	26%	+1	37%	-10	16%	30%	-14	44%	-28
	2018-2019	23%	28%	-5	38%	-15	21%	36%	-15	46%	-25
Grade 6	2014-2015	21%	15%	+6	31%	-10	32%	17%	+15	39%	-7
	2015-2016	40%	24%	+16	34%	+6	31%	20%	+11	40%	-9
	2016-2017	18%	19%	-1	32%	-14	31%	24%	+7	40%	-9
	2017-2018	46%	45%	+1	49%	-3	33%	34%	-1	44%	-11
	2018-2019	51%	37%	+14	47%	+4	43%	35%	+8	47%	-4
Grade 7	2014-2015	23%	9%	+14	29%	-6	36%	4%	+32	35%	+1
	2015-2016	19%	13%	+6	35%	-16	20%	6%	+14	36%	-16
	2016-2017	27%	23%	+4	42%	-15	19%	11%	+8	38%	-19
	2017-2018	24%	23%	+1	40%	-16	12%	13%	-1	41%	-29
	2018-2019	30%	31%	-1	40%	-10	16%	27%	-11	43%	-27
Grade 8	2014-2015	23%	12%	+11	35%	-12	.	4%	-4	22%	-22
	2015-2016	34%	23%	+11	41%	-7	2%	5%	-3	24%	-22
	2016-2017	34%	30%	+4	45%	-11	.	4%	-4	22%	-22
	2017-2018	53%	32%	+21	48%	+5	2%	11%	-9	30%	-28
	2018-2019	40%	39%	+1	48%	-8	10%	7%	+3	33%	-23

\*See NOTES (1), (6), and (7) below.

**Indicator 3: High School Outcomes**

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

**Table 4: Annual Regents Outcomes: Pre-High School**

		All Students				ED			
		Charter Total Tested	Amani Public Charter School	NYS	Differential to NYS	Charter Total Tested	Amani Public Charter School	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	21	95%	94%	+1	.	.	.	.
	2017-2018	25	96%	90%	+6	17	94%	81%	+13
	2018-2019	45	42%	89%	-47	36	36%	80%	-44
Living Environment	2018-2019	26	92%	85%	+7	20	90%	76%	+14
Physical Setting/Earth Science	2016-2017	21	76%	94%	-18	.	.	.	.
	2017-2018	25	96%	94%	+2	17	94%	84%	+10

\*See NOTES (2), (3), (4), and (7) below.

**Benchmark 9:**

**Table 5: Student Demographics**

	SWD			ELL/MLL			ED		
	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District
2015-2016	1%	19%	-18	1%	10%	-9	78%	75%	+3
2016-2017	1%	18%	-17	0%	10%	-10	0%	80%	-80
2017-2018	6%	18%	-12	3%	14%	-11	76%	86%	-10
2018-2019	7%	18%	-11	3%	14%	-11	75%	80%	-5

\*See NOTES (2) and (6) below.

**Table 6: Retention – Aggregate and Subgroups**

	All Students			SWD			ELL/MLL			ED		
	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District
2016-2017	92%	84%	+8	100%	83%	+17	100%	80%	+20	91%	87%	+4
2017-2018	92%	86%	+6	50%	89%	-39	.	.	.	.	.	.
2018-2019	90%	85%	+5	93%	84%	+9	100%	83%	+17	91%	85%	+6

\*See NOTES (2) and (6) below.

**\*NOTES:**

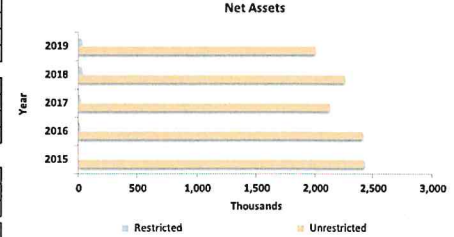
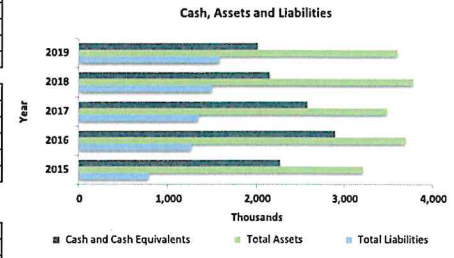
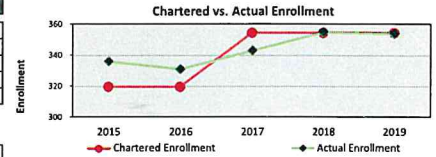
- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

## Charter School Fiscal Accountability Summary

### AMANI PUBLIC CHARTER SCHOOL

Grades Served	5-8	5-8	5-8	5-8	5-8
Maximum Chartered Grades Served	5-8	5-8	5-8	5-8	5-8
Chartered Enrollment	320	320	355	355	355
Maximum Chartered Enrollment	320	320	355	355	355
Actual Enrollment	336	331	343	355	354

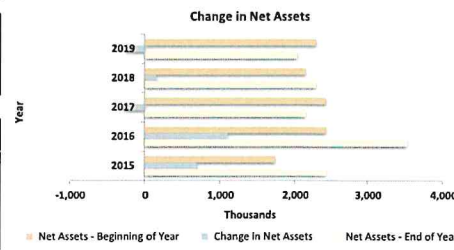
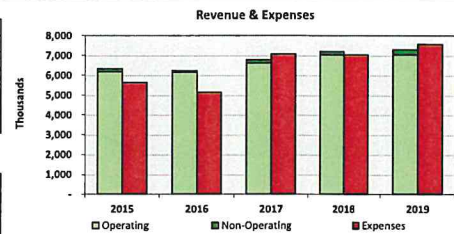
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>ASSETS</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents	2,261,576	2,891,782	2,565,033	2,142,351	2,006,920
Grants and Contracts Receivable	233,104	174,742	198,742	252,161	135,767
Prepaid Expenses	36,680	14,614	85,730	23,923	110,723
Other Current Assets	-	-	-	832,025	773,864
<b>Total Current Assets</b>	<b>2,531,360</b>	<b>3,081,138</b>	<b>2,849,505</b>	<b>3,250,460</b>	<b>3,027,274</b>
<b>Non-Current Assets</b>					
Property, Building and Equipment, net	686,400	613,120	561,293	529,664	500,454
Restricted Cash	-	-	75,000	-	75,000
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
<b>Total Non-Current Assets</b>	<b>686,400</b>	<b>613,120</b>	<b>636,293</b>	<b>529,664</b>	<b>575,454</b>
<b>Total Assets</b>	<b>3,217,760</b>	<b>3,694,258</b>	<b>3,485,798</b>	<b>3,780,124</b>	<b>3,602,728</b>
<b>LIABILITIES and NET ASSETS</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	93,149	235,648	50,615	158,671	160,862
Accrued Payroll and Payroll Taxes	204,099	237,193	297,827	292,201	275,066
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	194,280	318,180	370,562	295,499	301,504
<b>Total Current Liabilities</b>	<b>491,528</b>	<b>791,021</b>	<b>719,004</b>	<b>746,371</b>	<b>737,432</b>
<b>Long-Term Liabilities</b>					
Deferred Rent	296,701	474,365	623,226	744,981	-
Other Long-Term Liabilities	-	-	-	-	838,789
<b>Total Long-Term Liabilities</b>	<b>296,701</b>	<b>474,365</b>	<b>623,226</b>	<b>744,981</b>	<b>838,789</b>
<b>Total Liabilities</b>	<b>788,229</b>	<b>1,265,386</b>	<b>1,342,230</b>	<b>1,491,352</b>	<b>1,576,221</b>
<b>NET ASSETS</b>					
Unrestricted	2,429,531	2,413,864	2,126,088	2,258,572	1,998,757
Restricted	-	15,008	17,480	30,200	27,750
<b>Total Net Assets</b>	<b>2,429,531</b>	<b>2,428,872</b>	<b>2,143,568</b>	<b>2,288,772</b>	<b>2,026,507</b>
<b>Total Liabilities and Net Assets</b>	<b>3,217,760</b>	<b>3,694,258</b>	<b>3,485,798</b>	<b>3,780,124</b>	<b>3,602,728</b>



<b>OPERATING REVENUE</b>					
State and Local Per Pupil Revenue - Reg. Ed	5,818,519	5,826,325	5,960,981	6,358,549	6,602,178
State and Local Per Pupil Revenue - SPED	-	-	182,541	196,791	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	362,032	329,155	383,638	483,135	-
State and City Grants	-	-	-	-	437,316
Other Operating Income	-	-	84,162	-	-
<b>Total Operating Revenue</b>	<b>6,180,551</b>	<b>6,155,480</b>	<b>6,611,321</b>	<b>7,038,475</b>	<b>7,039,494</b>

<b>EXPENSES</b>					
<b>Program Services</b>					
Regular Education	3,825,467	4,006,506	4,424,755	4,633,082	5,429,455
Special Education	858,501	1,125,769	1,305,160	1,172,407	1,294,995
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	<b>4,683,968</b>	<b>5,132,275</b>	<b>5,729,915</b>	<b>5,805,489</b>	<b>6,724,450</b>
<b>Supporting Services</b>					
Management and General	948,356	5	1,325,896	1,227,581	825,034
Fundraising	2,641	2,108	4,071	6,290	12,686
<b>Total Supporting Services</b>	<b>950,997</b>	<b>2,108</b>	<b>1,329,967</b>	<b>1,233,871</b>	<b>837,720</b>
<b>Total Expenses</b>	<b>5,634,965</b>	<b>5,134,383</b>	<b>7,059,882</b>	<b>7,039,360</b>	<b>7,562,170</b>
Surplus/Deficit from Operations	545,586	1,021,097	(448,561)	(885)	(522,676)

<b>SUPPORT AND OTHER REVENUE</b>					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	21,894	25,806	465	4,329	81,865
Fundraising Support	7,484	583	11,145	39,036	40,375
Other Support and Revenue	117,931	49,522	151,647	102,724	138,171
<b>Total Support and Other Revenue</b>	<b>147,309</b>	<b>75,911</b>	<b>163,257</b>	<b>146,089</b>	<b>260,411</b>
Change in Net Assets	692,895	1,097,008	(285,304)	145,204	(262,265)
Net Assets - Beginning of Year	1,736,636	2,429,531	2,428,872	2,143,568	2,288,772
Net Assets - End of Year	2,429,531	3,526,539	2,143,568	2,288,772	2,026,507



<b>REVENUE &amp; EXPENSE BREAKDOWN</b>					
<b>Revenue - Per Pupil</b>					
Operating	18,394	18,597	19,275	19,827	19,886
Support and Other Revenue	438	229	476	412	736
<b>Total Revenue</b>	<b>18,833</b>	<b>18,826</b>	<b>19,751</b>	<b>20,238</b>	<b>20,621</b>
<b>Expenses - Per Pupil</b>					
Program Services	13,940	15,505	16,705	16,353	18,996
Management and General, Fundraising	2,830	6	3,877	3,476	2,366
<b>Total Expenses</b>	<b>16,771</b>	<b>15,512</b>	<b>20,583</b>	<b>19,829</b>	<b>21,362</b>
% of Program Services	83.1%	100.0%	81.2%	82.5%	88.9%
% of Management and Other	16.9%	0.0%	18.8%	17.5%	11.1%
% of Revenue Exceeding Expenses	12.3%	21.4%	-4.0%	2.1%	-3.5%

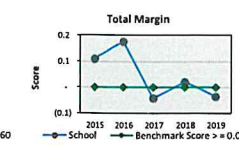
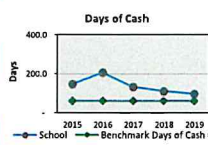
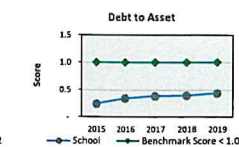
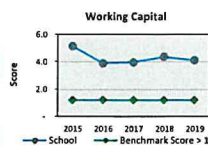
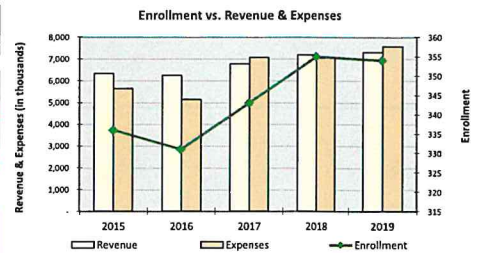
<b>FINANCIAL COMPOSITE SCORE</b>					
Composite Score	3.00	2.59	2.39	2.79	2.29
<b>BENCHMARK and FINDING:</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>	<b>Strong</b>
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					

<b>WORKING CAPITAL</b>					
Net Working Capital	2,039,832	2,290,117	2,130,501	2,504,089	2,289,842
Working Capital (Current) Ratio	5.1	3.9	4.0	4.4	4.1
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Ratio should be equal to or greater than 1.2					

<b>DEBT TO ASSET</b>					
Debt to Asset Ratio	0.2	0.3	0.4	0.4	0.4
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Ratio should be equal to or less than 1.0					

<b>CASH POSITION</b>					
Days of Cash	146.5	205.6	132.6	111.1	96.9
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Meets Standard</b>
Ratio should be equal to or greater than 60 days					



<b>TOTAL MARGIN</b>					
Total Margin Ratio	0.1	0.2	(0.0)	0.0	(0.0)
<b>BENCHMARK and FINDING:</b>	<b>Meets Standard</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
Ratio should be equal to or greater than 0.0					





Executive Director Report  
December 2020

**MISSION MOMENT**  
**Babies and Marriages**

	
<p>Congratulations to Megan Pugliese and her husband Dillon on their new baby boy! Declan Joseph Pugliese born December 19th at 5:18 pm. 7.9 lb and 20 ounces long. Mom and baby are doing well!</p>	<p><b>Congratulations to Dr. Cara Martin (now Mrs./Dr. Nelson on their recent nuptials</b></p>

Community Wide Community Circle

Agenda - January  
Amani Board Minutes - December

<p>Restore*Refocus*Reimagine TimeLine to Tier 2</p>	<p>March 1 Tier 2 Start <a href="#">Tier 2 Instructional Modality Survey Results</a> Presentation of Tier 2 - <a href="#">Hybrid Schedule</a></p>
<p>Operations</p>	<p><a href="#">Covid Budget</a> <a href="#">Phone system upgrade</a>  Building repairs</p>
<p>Finance/HR</p>	<p>Recruitment Season  Policy Updates HR Policies - <a href="#">Return To Building Memo</a> <a href="#">COVID Testing</a> Financials</p>
<p>Instructional</p>	<p>Report from State Visit - May 2020 (attached) New Staff Members - 5th Grade Science &amp; 5th Grade Math</p>
<p>Upcoming Events</p>	
<p>Committee Reports and Next Meetings</p>	

