

Application: Elmwood Village Charter School Days Park

Liz Evans - levans@elmwoodvillageschool.org
Annual Reports

Summary

ID: 0000000098

Status: Annual Report Submission

Last submitted: Dec 4 2020 12:55 PM (EST)

Entry 1 School Info and Cover Page

Completed - Jul 28 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOLNAME

(Select name from the drop down menu)

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK 140600860896

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

BUFFALO CITY SD

d. DATE OF INITIAL CHARTER

1/2006

e. DATE FIRST OPENED FOR INSTRUCTION

9/2006

h. SCHOOL WEB ADDRESS (URL)

www.evcsbuffalo.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

453

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1					

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				
Phone Contact for After Hours Emergencies				

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

(No response)

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1						

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Liz Evans
Position	Director of Operations
Phone/Extension	716-424-0555
Email	levans@elmwoodvillageschool.org

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).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Liz Evans".

Signature, President of the Board of Trustees



Date

Jul 28 2020

Thank you.



Entry 2 NYS School Report Card

Completed - Jul 28 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK 140600860896

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.)

<https://data.nysed.gov/essa.php?year=2019&instid=800000059315>

Entry 3 Accountability Plan Progress Reports

Completed - Dec 4 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

2019-20-Accountability-Plan-Progress-Report Days Park vFINAL

Filename: 2019-20-Accountability-Plan-Progress-R_pe8abwN.pdf Size: 338.0 kB

Entry 7 Disclosure of Financial Interest Form

Completed - Jul 28 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

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

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

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

Financial disclosures are found at the end of this document.

Moscatti BOT Financial Disclosure 2020

Ryan BOT Financial Disclosure 2020

Kerney BOT Financial Disclosure 2020

Pollock BOT Financial Disclosure 2020

Brumfield BOT Financial Disclosure 2020

Bernacki Smith BOT FinancialDisclosure2020

Barnes-Coppola BOT FinancialDisclosure2020

Franklin-Adams BOT FinancialDisclosure2020

SantacroseFinDisc2020

Smith BOT FinancialDisclosure2020-signed

Entry 8 BOT Membership Table

Completed - Jul 28 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing

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

Entry 8 BOT Table

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

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK 140600860896

1. 2019-2020 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 2019-2020
1	Liz Santacroce	Chair	Nominating; Executive; Academic Excellence	Yes	2	07/01/2020	06/30/2023	10
2	Mimi Barnes-Coppola	Trustee/Member	Academic Excellence; Nominating	Yes	5	07/01/2019	06/30/2022	10

3	Jennifer Bernacki Smith	Vice Chair	Executive ; Space planning WG;	Yes	3	07/01/2019	06/30/2022	12
4	Evelyn Kerney	Trustee/Member	Academic Excellence; Fundraising	Yes	2	07/01/2018	06/30/2021	8
5	Matthew Moscati	Treasurer	Finance; Executive ; Space Planning WG	Yes	2	07/01/2018	06/30/2021	10
6	Pamela Pollock	Secretary	Executive ; Academic Excellence	Yes	5	07/01/2019	06/30/2022	10
7	Matthew Ryan	Trustee/Member	Fundraising; Finance; Nominating	Yes	3	07/01/2019	06/30/2022	9
8	Lacole Brumfield	Parent Rep	Nominating	Yes	2	07/01/2020	06/30/2023	12
9	Kathy Franklin-Adams	Trustee/Member	Academic Excellence	Yes	6	07/01/2020	06/30/2023	10

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	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 2019- 2020
10	Jamie Smith	Parent Rep	Academic Excellenc e	Yes	1	07/01/20 18	06/30/20 21	6
11								
12								
13								
14								
15								

1c. Are there more than 15 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, 2020	10
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 10 Enrollment & Retention

Completed - Jul 28 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 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 2020-2021.

ELMWOOD VILLAGE CHARTER SCHOOL DAYS PARK 140600860896

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>Application packets and brochures mailed to Buffalo Urban League, Jewish Family Services, ACCESS of WNY, University District Community Development Association, 11 CAO Head Start program sites. Charter school fairs at Aloma D. Johnson and Northwest Academy Head Start. Advertising in WNY Family Magazine (a free monthly publication available in grocery stores and pediatricians offices)</p> <p>Outreach at CAO Head Starts, Community Centers throughout the city, Advertisement in free publications, open houses for charter schools run by CAO and participation in tabling at KidFest (free event for WNY families by</p>	<p>EVCS will rely more on advertising in free publications and through social media because of COVID-19 restrictions. EVCS has a dedicated Admissions Coordinator to undertake this work.</p>

	PBS)	
English Language Learners/Multilingual Learners	<p>Translated brochures and applications into top three local languages (Spanish, Karen, Arabic) and had ENL teachers bring them to immigrant and refugee assistance organizations throughout the city, including the International Institute and Journey's End Refugee Services center. ENL teachers communicate with education coordinators at each agency to ensure awareness of EVCS Hertel's services.</p> <p>Outreach at local community centers, refugee agencies, refugee support groups, and translation of all materials into other languages, as done in past efforts</p>	<p>EVCS will continue virtual outreach to refugee and international organizations. EVCS also has recorded information about EVCS in top languages and will post to EVCS's website in 2020-2021</p>
Students with Disabilities	<p>Advertisement in Special Education issue of WNY Family Magazine, a free publication widely available in grocery stores and pediatricians offices. Referrals through Special Ed service providers, Best Self Behavioral Services and Buffalo Hearing and Speech, as well as the Buffalo Public District CSE.</p> <p>Outreach to local service agencies, advertisement in special editions in free family magazines, and word of mouth, as done in past efforts.</p>	<p>EVCS will continue to advertise in free WNY Family magazine, which also has a robust online presence. EVCS continues to partner with local service providers and admissions coordinator will do outreach to those organizations.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in	Describe Retention Plans in
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	2019-2020	2020-2021
Economically Disadvantaged	<p>EVCS has School-wide Title I services.</p> <ul style="list-style-type: none"> • EVCS participates in the Community Eligibility Provision for food service and provided free breakfast and lunch to all students. • EVCS provided busing. • EVCS has a Parent Involvement Policy that is intended to help close the gap between disadvantaged students and their peers. • EVCS selects instructional programs that are proven to have success with students in School-wide Title I settings. • EVCS provides homeless children and unaccompanied youth enrolled at the school with the same education as their peers, including bus transportation, and makes every effort to coordinate social services delivery to the student and family in order to stabilize the living environment. • EVCS documented the living arrangements of its students, via a questionnaire that asks if they are living in a shelter, with relatives or others due to lack of housing, in an abandoned apartment/building, in a motel/hotel, camping ground, car, train or bus station or other similar situation due to the lack of adequate housing; or temporarily housed in a shelter awaiting a permanent foster care placement. This is part of the enrollment form and is kept on file. 	<p>EVCS will continue all past efforts to the extent possible. EVCS will provide technology and hotspots to all students/families that need it in order to provide continuity of instruction. EVCS uses all modes available for communicating families experiencing poverty in order to communicate available support for their child's learning and family stability.</p>

	<ul style="list-style-type: none"> • EVCS provides equal access as per the McKinney–Vento Homeless Assistance Act. • EVCS partners with the Boys and Girls Club of Buffalo to provide after-care at no cost. 	
English Language Learners/Multilingual Learners	<p>EVCS employed a full-time ENL teacher to adequately address the learning needs of students with limited English proficiency in all grades.</p> <p>EVCS utilizes the ENL teacher as a resource to offer strategies to all other teachers on teaching language arts to children with limited English proficiency.</p> <p>EVCS provided professional development to faculty on strategies to teach language arts to students with limited English proficiency.</p> <p>The administration of the school makes available to all faculty the document entitled, The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language Pre-K – Grade 8.</p> <p>The ENL teacher educates students and families on the role of the ENL teacher in the classroom.</p> <p>The Student Services Coordinator and the ENL teacher participate in professional development on issues relating to educating children with limited English proficiency.</p> <p>The school maintained contracts with translators to assist school personnel with</p>	<p>EVCS will continue past efforts to the extent possible, including working with support organizations to coordinate the distribution of technology and hotspots to those students who need it. EVCS also joined an ENL collaborative for WNY charter schools that will be providing additional PD to help reach ENL students remotely.</p>

	<p>home-school communication.</p> <p>The school engages the services of translators from the International Institute of Buffalo for parent-teacher conferences. EVCS has a contract with Language Line to facilitate communication through electronic devices, like phones.</p> <p>EVCS will continue all past efforts. EVCS continues to strengthen the availability of translated materials to better maintain communication with families of ENL students.</p>	
	<p>To the extent appropriate and allowed by each student's IEP, EVCS educates students with disabilities in the least restrictive environment with their non-disabled peers.</p> <p>EVCS employs a special education coordinator (Student Services Coordinator) and nine special education teachers to provide services to the greatest practical extent.</p> <p>In addition to speech pathologists and an occupational therapist, EVCS contracts with Buffalo Hearing and Speech to provide any additional related services in accordance with each student's IEP or Section 504 Plan. Classroom teachers at EVCS are knowledgeable about the needs of students with disabilities, and are informed of their responsibilities for particular students.</p> <p>The Student Services Coordinator and special education teachers</p>	EVCS will continue past efforts to

Students with Disabilities	<p>work under the Director to review and assure that quarterly IEP reports are sent to parents, and that annual review meetings are held.</p> <p>The Director and Student Services Coordinator ensure that referrals are made to the CSE when RTI indicates that the child may have a disability.</p> <p>The Director and the Student Services Coordinator review the progress of students with disabilities with appropriate staff members.</p> <p>All faculty members at EVCS participate in annual professional development and training on issues pertaining to special education.</p> <p>In addition to curriculum-based assessments, EVCS uses diagnostic measures to monitor academic progress three times throughout the year.</p> <p>EVCS Days Park had a half time Behavior Intervention Specialist who worked with teachers on behavior intervention plans, and on developing strategies to keep students with emotional disabilities in the classroom as much as possible.</p>	<p>the greatest extent possible. EVCS will be working to deliver minutes to students with IEPs in the best possible mode as allowed by possible social distancing/remote instruction mandates.</p>
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Entry 14 School Calendar

Completed - Jul 28 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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

2020-2021 Final Calendar

Filename: 2020-2021_Final_Calendar.pdf Size: 135.1 kB

Entry 16 COVID 19 Related Information

Completed - Jul 28 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Elmwood Village Charter School Days Park

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	450	348	303

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
	X	X	X	X	X	X	X	X	X	X	X	X	X	
	X	X	X	X	X	X	X	X	X	X	X	X	X	

X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



Elmwood Village Charter School Days Park

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Danielle Bruno

40 Days Park
Buffalo, NY 14201

716-886-4581

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Melina Hong, Data Manager, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Santacrose	Office: Chair Committees: Executive, Finance, Academic Excellence, Fundraising
Jennifer Bernacki Smith	Office: Vice Chair Committees: Executive
Matthew Moscati	Office: Treasurer Committees: Executive, Finance
Pamela Pollack	Office: Secretary Committees: Executive, Academic Excellence
Jamie Smith	Office: Parent Representative (Days Park) Committees: Academic Excellence
Anna Sotelo-Peryea	Office: Parent Representative (Hertel) Committees: Pending
Mimi Barnes Coppola	Committees: Academic Excellence, Nominating
Lacole Brumfield	Committees: Nominating, Fundraising
Kathy Franklin-Adams	Committees: Academic Excellence
Evelyn Kerney	Committees: Fundraising
Joshua Pennel	Committees: Pending
Matthew Ryan	Committees: Finance, Fundraising, Nominating

Danielle Bruno has served as the Principal since 2016.

SCHOOL OVERVIEW

EVCS Days Park opened in 2006 with 125 students in grades K-4. The original configuration of the school was to be K-6, with one class at each grade level. As EVCS graduated its first class of 6th graders the administration and trustees realized the need to expand through 8th grade. EVCS also decided to add an additional class at each grade level. The percentage of economically disadvantaged students grew from 25% in 2006 to 53% in 2018-2019. EVCS Days Park moved to its current location in 2012 and added busing in 2013.

The mission of the School is as follows: “The Elmwood Village Charter Schools will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions.”

Key Design Elements:

- Small, K-8 community: EVCS has 2 classrooms per grade level, with all of its students located in the same facility, building a sense of closeness and community.
- Small Class Size: EVCS has an average of 25 students per class.
- Student-Teacher Ratio: each classroom has a small student-teacher ratio (with one certified teacher and a teaching assistant in each classroom, and a special education teacher at each grade level), which allows for more individualized attention and higher quality education.
- Community alliances: students interact with community leaders, institutions, and artists; EVCS students participate in community projects, which build relationships and give students a sense of agency.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:15 p.m., with optional before-care and after-care. This provides students with approximately one extra day of instruction per week compared to the district of location. The school has a minimum of 185 instructional days per year.
- More time on task: extended periods are provided for the core subjects (English Language Arts and Math) along with tutoring and enrichment opportunities.
- Interdisciplinary curriculum: EVCS emphasizes cross-curricular educational development where the connection between different fields of knowledge is shown through theme-based and project-focused instruction.
- Arts integration: arts are used as a catalyst for teaching across the curriculum to broaden and deepen the assimilation of the material presented in core subjects. This program of integration has been shown to improve students' test scores.
- Parental involvement: Students do better in school when parents communicate with teachers and become involved in the school. EVCS has added opportunities for parent-teacher communication and for parental participation in school activities and events.
- Technology integration: EVCS is committed to using educational technologies in support of student success. Technology is used in targeted ways to address learning difficulties and move more students toward proficiency. Media and information literacy are developed through the classroom and librarian.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Instructional coaching: EVCS sees our teaching staff as a great asset and their continued development over time is critical to student success. EVCS employs three instructional coaches and a curriculum director who provide classroom teachers with targeted feedback and support in order to continue to get better.

In March 2020, EVCS pivoted to a remote learning program where there was a continued focus on providing a stimulating and engaging learning environment virtually. Without skipping a single planned instructional day, EVCS launched remote learning through Google Classroom. EVCS deployed school technology to make sure every student could access online learning. In virtual classrooms, teachers used a variety of creative methods to instruct students in both synchronous and asynchronous lessons and continued to drive student connection to their community and one another.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	50	51	51	52	53	51	26	20	21					376
2016-17	49	50	52	52	52	50	51	23	19					398
2017-18	48	49	52	53	52	51	49	44	22					420
2018-19	47	50	52	52	53	52	52	49	42					449
2019-20	50	48	51	52	52	51	52	50	43					449

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 1: English Language Arts

Elmwood Village Charter School Days Park students will be proficient readers, writers, and speakers of the English language as demonstrated by academic attainment and growth on the STAR Reading and STAR Early Literacy assessment.

MEASURED GOAL: By end of year, 65% of students will be proficient on the nationally normed STAR ELA with an average growth of 60% .

BACKGROUND

ELA was taught in alignment with the NYS Common Core Learning Standards (in 2020-2021 we will be shifting to the Next Generation Learning Standards). EVCS's elementary literacy instruction is centered around, but not limited to the Wonders reading program.

Wonders K-6 program consists of six units per grade level. Within each unit, five weekly lessons guided by an essential question tie the multiple readings and activities of the weeks together. Week six of every unit is designated for assessment and extended project work. At the center of each week's core instruction are the Literature Anthology weekly selections (for grades 2-6, second half of grade 1) and the Literature Big Book (for kindergarten, first half of grade 1), which contain consistently high-quality authentic text selections. Wonders also provides ample vocabulary practice with carefully selected words. Vocabulary protocols are organized to introduce, enrich, and extend academic language. Phonics, grammar, and spelling lessons are all research-based, sensibly paced, and sequenced.

Guided Reading/Literature Circles

In addition to core reading instruction, students in all grades participate in guided reading and/or literature circles. For students K-6, the focus is on guided reading. However, due to the CCSS's focus on close reading (reading that focuses student attention on the text to a greater extent than in the past, with less attention on the students' background knowledge or on practicing strategies), the implementation of guided reading will focus on discussion of how texts work (considering the impacts of the author's word choices and structure), and rereading text.

Students in grades 7-8 will participate in literature circles using complex texts to promote deep reading for understanding, critical analysis, and finding evidence on which to draw conclusions. Literature circles provide excellent opportunities for students to develop proficiency with these specific anchor standards for reading such as:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing Workshop – K-6

EVCS uses the Writing Workshop model of writing instruction. Writing workshop is a process-based writing curriculum that allows us to have coherency across all grades (K-6). Students work on

specific units of study tailored to meet developmental and curricular needs. Students have a large amount of choice in their topic and style of writing (within genres). Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by active writing time, at which time the teacher moves around the room conferring with student about their work. Students are encouraged to write for an audience and each workshop ends with a sharing of student work. Each unit of study ends with a publishing party where students share their completed work. With the adoption of the Common Core State Standards, EVCS made the decision to purchase the Units of Study in Opinion, Information, and Narrative Writing published by Heinemann. This curriculum reflects the genres for writing that are spelled out by the Common Core Standards and gives children several opportunities to write in those genres: narrative, persuasive, informational, and poetry. It places a heavy emphasis on revision. Written by grade level, this resource takes the school year month-by-month and guides teachers towards instructing with a balance of narrative and nonfiction writing.

Remote Learning

During remote learning, we continued with our planned as much as possible. However, many of our students were sharing devices with other family members and many experienced connectivity problems, making equitable, daily synchronous instruction unrealistic. For that reason, almost all of our ELA instruction was delivered asynchronously. This required significant modification to the content. In addition, due to the circumstances of the pandemic, we shortened the school day dramatically (to between 2-4 hours, depending on grade level) to be responsive to the needs of our students and families. This affected our ability to keep up with pacing guides and to deliver all of the content planned for trimester 3. Teachers, in collaboration with instructional coaches, revised their Trimester 3 Alignment Maps to prioritize learning standards that would maximize instructional time and focus instructional outcomes on the most important learning targets.

Assessment

Students at all grade levels take the STAR Assessments (STAR Early Literacy in grades K-1, and STAR Reading in grades 2-8). These assessments allow EVCS staff to monitor student progress, create student groups, and individualize student programming and allow us to compare our student results and progress with the many other students and schools utilizing the test. While we had planned to use the STAR assessment three times, we were only able to assess twice due to COVID-19. During the school year, we also utilized the STEP assessment to provide students with targeted support in reading and leveraged our own district-created ELA interim assessments to get a more focused look at mastery of specific standards.

METHOD

During the school year, EVCS administered the nationally normed STAR test for ELA. While we had planned to give this assessment three times (beginning of the year, middle of the year, end of the year), we did not administer the end of the year assessment.

The STAR allows us to measure both proficiency and growth (SGP):

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- For the STAR ELA assessment, EVCS sets the bar for proficiency at 60%. When we have used this bar for proficiency in the past, there are more students who score proficient on the NYS Assessment than score proficient on the STAR, so we believe that 60% is a very rigorous bar.
- By the end of the school year, EVCS aims to have our average STAR growth (SGP) to be 60% or higher. Since the STAR is a nationally normed test, this allows us to see that EVCS students are taking bigger strides on average than other students taking the test.

RESULTS AND EVALUATION

Below are EVCS Days Park students averages for the STAR ELA tests given in January 2020.

SY 19/20 – STAR Early Literacy & STAR Reading (middle of the year)				
Grade	Assessment	# of Students (middle of the year)	% Proficient (middle of the year)	Growth (middle of the year)
K	STAR Early Literacy	50	56.0%	49.1%
1	STAR Early Literacy	49	44.9%	58.8%
2	STAR Reading	52	58.8%	73.7%
3	STAR Reading	52	50.0%	50.1%
4	STAR Reading	52	61.5%	62.5%
5	STAR Reading	51	47.1%	50.9%
6	STAR Reading	52	44.2%	56.3%
7	STAR Reading	49	24.5%	52.3%
8	STAR Reading	43	25.6%	52.3%
OVERALL	STAR ELA	450	46.2%	55.2%

Instructional coaches provided teachers with spaces to digest student data and differentiate student groups. Early identification of students who needed additional support for ELA via AIS allowed students who were behind to get additional support. These strategies had a clear impact when looking at the beginning of the year STAR ELA proficiency, taken in October 2019, and the middle of the year proficiency:

Grade	Assessment	% Proficient (beginning of the year)	% Proficient (middle of the year)
K	STAR Early Literacy	48.0%	56.0%
1	STAR Early Literacy	25.0%	44.9%
2	STAR Reading	34.0%	58.8%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

3	STAR Reading	44.2%	50.0%
4	STAR Reading	42.3%	61.5%
5	STAR Reading	36.5%	47.1%
6	STAR Reading	36.5%	44.2%
7	STAR Reading	30.0%	24.5%
8	STAR Reading	20.9%	25.6%

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

While EVCS Days Park did not meet the end of year target at mid-year, clear progress was made between the beginning of the year test, and middle of the year test.

Type	Measure	Outcome
Absolute	By end of year, 65% of students will be proficient on the nationally normed STAR ELA.	Not Met by Mid-Year
Growth	By end of year, students will achieve an SGP (growth) average of 60% on the nationally normed STAR ELA	Not Met by Mid-Year

ACTION PLAN

EVCS has had time to build a better technology infrastructure, so all students will be one-to-one with devices. This will allow us to shift toward a model of synchronous lesson delivery for core subjects during any period of remote instruction. This will increase engagement and provide opportunities for more robust feedback and assessment, that will help drive strong, targeted instruction.

In its second year with three full time instructional coaches, EVCS will continue to develop coaching structures that best support teacher development and student success. Coaches will provide key support during an uncertain time when EVCS may shift quickly between remote and hybrid schooling.

Coaches will translate the observation/feedback cycle to a remote environment, in order to make sure teachers are still getting frequent, high quality feedback around and teaching and learning.

In addition, we know that students will return to school this year missing content and skills from the previous year. We also know that students will bring with them effects of trauma, and that many may still be experiencing high levels of anxiety and uncertainty. And, we will be asking them to do at least a portion of their learning in an online environment. Given all of this, we know that during our time with students, we need to place a laser-like focus on the content that matters most. We have worked with our grade level teams to identify power standards at each grade level that represent the most important work of each grade. During PLC time, teachers will engage in collaborative unit planning that will begin with these Power Standards, and teaching teams will:

1. Unwrap each standard for clarity.
2. Develop a learning progression.
3. Design weekly common formative assessments to monitor progress, and short summative assessments to check for mastery.
4. Develop criteria for success and/or rubrics for assessment items
5. Use data from CFAs for team data conversations to identify needs
6. Design interventions and extensions and utilize all grade level faculty to implement

Grade level teams will meet weekly to look at student work from the common formative assessments and design targeted reteach lessons. We will track students' performance over time on these common formative assessments. This data will be paired with data from short, summative assessments to help us determine student mastery of subject matter over time. This more focused and targeted assessment plan will be implemented in lieu of the interim assessments we had previously been administering four times per year.

Academic Intervention Services (AIS) will be provided for students synchronously. Data from the universal screening tool (STAR), along with other measures, will determine eligibility for these services. AIS services will be delivered synchronously on a daily basis. AIS teachers will utilize the remote learning platform for LLI as the primary resource for reading support services.

EVCS will monitor and track student proficiency of subject matter through:

- STAR reports (proficiency levels, growth)
- Common formative assessments
- Common summative assessments
- Standards-based report cards (focus on Power Standards)
- STEP progress monitoring tools
- Online curriculum-based data collection and reporting tools

The shift to remote instruction has led us to make some changes to curricular materials. This was done in order to provide students content, materials, and instruction that is well suited to an online learning environment. The most significant changes are as follows:

- Addition of daily Heggerty phonemic awareness and phonics videos in grades K and 1 to support foundational reading skills.
- Shift from Wonders to NSSI/Cadence ELA curriculum for grades 3-5. Some of our students and faculty participated in the NSSI summer program. Feedback from both parties was overwhelmingly positive. We were impressed with the engaging and rigorous curriculum,

along with the support provided by mentor teachers for internalizing the lesson and looking at student work.

- Shift from Wonders to TLAC ELA curriculum and novel study for grade 6.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

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

Goal 2: Mathematics

Elmwood Village Charter School Days Park students will be competent operators of mathematics, able to understand and apply mathematical theories, computation, and problem solving, as demonstrated by academic attainment and growth on the STAR Math Assessment.

MEASURED GOAL: By end of year, 65% of students will be proficient on the nationally normed STAR Math Assessment, with an average growth of 60% .

BACKGROUND

EVCS utilized Everyday Mathematics as its core curricular program in grades K-6 for the 2019-2020 school year. Grades 7 and 8 used teacher created units

Remote Learning:

During remote learning, we continued with our planned curriculum, as much as possible. However, many of our students were sharing devices with other family members and many experienced connectivity problems, making equitable, daily synchronous instruction unrealistic. For that reason, almost all of our Math instruction was delivered asynchronously. This required significant modification to the content. In addition, due to the circumstances of the pandemic, we shortened the school day dramatically (to between 2-4 hours, depending on grade level) in order to be responsive to the needs of our students and families. This affected our ability to keep up with pacing guides and to deliver all of the content planned for Trimester 3. Teachers, in collaboration with instructional coaches, revised their Trimester 3 Alignment Maps to prioritize learning standards that would maximize instructional time and focus instructional outcomes on the most important learning targets.

Assessment

Students in grades 1-8 take the STAR Math Assessment. This assessment allows EVCS staff to monitor student progress, create student groups, and individualize student programming and allow us to compare our student results and progress with the many other students and schools utilizing the test. While we had planned to use the STAR assessment three times, we were only able to assess twice due to COVID-19. During the school year, we also leveraged our own district-created Math interim assessments to get a more focused look at mastery of specific standards.

METHOD

During the school year, EVCS administered the nationally normed STAR test for Math. While we had planned to give this assessment three times (beginning of the year, middle of the year, end of the year), we did not administer the end of the year assessment. The STAR allows us to measure both proficiency and growth (SGP):

- For the STAR Math assessment, EVCS sets the bar for proficiency at 60%. When we have used this bar for proficiency in the past, there are more students who score proficient on the NYS Assessment than score proficient on the STAR, so we believe that 60% is a very rigorous bar.
- By the end of the school year, EVCS aims to have our average STAR growth (SGP) to be 60% or higher. Since the STAR is a nationally normed test, this allows us to see that EVCS students are taking bigger strides on average than other students taking the test.

RESULTS AND EVALUATION

Below are EVCS Days Park student averages for the STAR Math tests given in January 2020. Several grades met the end of year school goal for proficiency (65%) at mid-year (2nd grade, 7th grade, 8th grade), with several others already very close (3rd grade, 4th grade, 5th grade). Several grades met the end of year school goal for growth at mid-year (2nd grade, 4th grade, 7th grade, 8th grade), with several others already very close (5th grade, 6th grade).

SY 19/20 – STAR Early Literacy & STAR Reading (middle of the year)				
Grade	Assessment	# of Students (middle of the year)	% Proficient (middle of the year)	Growth (middle of the year)
1	STAR Math	49	42.9%	42.2%
2	STAR Math	52	69.2%	71.2%
3	STAR Math	52	63.5%	42.8%
4	STAR Math	52	63.5%	63.8%
5	STAR Math	51	60.8%	58.4%
6	STAR Math	52	53.8%	57.4%
7	STAR Math	49	67.3%	78.3%
8	STAR Math	43	74.4%	61.0%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

OVERALL	STAR Math	400	61.8%	59.4%
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Instructional coaches provided teachers with spaces to digest student data and differentiate student groups. Early identification of students who needed additional support for Math via AIS allowed students who were behind to get additional support. These strategies had a clear impact when looking at the beginning of the year STAR Math proficiency, taken in October 2019, and the middle of the year proficiency:

Grade	Assessment	% Proficient (beginning of the year)	% Proficient (middle of the year)
1	STAR Math	25.0%	42.9%
2	STAR Math	29.4%	69.2%
3	STAR Math	57.7%	63.5%
4	STAR Math	48.1%	63.5%
5	STAR Math	43.1%	60.8%
6	STAR Math	48.1%	53.8%
7	STAR Math	48.0%	67.3%
8	STAR Math	58.1%	74.4%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

While EVCS Days Park did not meet the end of year target at mid-year, progress made between the beginning of the year test, and middle of the year test, shows that if the year continued as expected and end of year testing was completed, EVCS would have been likely to meet the target.

Type	Measure	Outcome
Absolute	By end of year, 65% of students will be proficient on the nationally normed STAR Math.	Not Met by Mid-Year
Growth	By end of year, students will achieve an SGP (growth) average of 60% on the nationally normed STAR Math.	Not Met by Mid-Year

ACTION PLAN

EVCS has had time to build a better technology infrastructure, so all students will be one-to-one with devices. This will allow us to shift toward a model of synchronous lesson delivery for core subjects during any period of remote instruction. This will increase engagement and provide opportunities for more robust feedback and assessment, that will help drive strong, targeted instruction.

In its second year with three full time instructional coaches, EVCS will continue to develop coaching structures that best support teacher development and student success. Coaches will provide key support during an uncertain time when EVCS may shift quickly between remote and hybrid schooling.

Coaches will translate the observation/feedback cycle to a remote environment, in order to make sure teachers are still getting frequent, high quality feedback around and teaching and learning.

In addition, we know that students will return to school this year missing content and skills from the previous year. We also know that students will bring with them effects of trauma, and that many may still be experiencing high levels of anxiety and uncertainty. In addition, we will be asking them to do at least a portion of their learning in an online environment. Given all of this, we know that during our time with students, we need to place a laser-like focus on the content that matters most. We have worked with our grade level teams to identify power standards at each grade level that represent the most important work of each grade. During PLC time, teachers will engage in collaborative unit planning that will begin with these Power Standards, and teaching teams will:

1. Unwrap each standard for clarity.
2. Develop a learning progression.
3. Design weekly common formative assessments to monitor progress, and short summative assessments to check for mastery.
4. Develop criteria for success and/or rubrics for assessment items
5. Use data from CFAs for team data conversations to identify needs
6. Design interventions and extensions and utilize all grade level faculty to implement

Grade level teams will meet weekly to look at student work from the common formative assessments and design targeted reteach lessons. We will track students' performance over time on these common formative assessments. This data will be paired with data from short, summative assessments to help us determine student mastery of subject matter over time. This more focused and targeted assessment plan will be implemented in lieu of the interim assessments we had previously been administering four times per year.

EVCS will monitor and track student proficiency of subject matter through:

- STAR reports (proficiency levels, growth)
- Common formative assessments
- Common summative assessments
- Standards-based report cards (focus on Power Standards)
- Online curriculum-based data collection and reporting tools

The shift to remote instruction has led us to make some changes to curricular materials. This was done in order to provide students content, materials, and instruction that is well suited to an online learning environment. The most significant change to math is as follows:

- Shift from Everyday Math in K-6 to Zearn. Zearn was chosen for stronger alignment with the Next Gen Standards, its strong technology component, and the strong support for remote instruction, including learning recovery plans.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Goal 3: Science

Elmwood Village Charter School Days Park students will be proficient in scientific process and inquiry skills able to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the EVCS science interim exams.

MEASURED GOAL: Middle school students will achieve an average of 65% mastery on interim science assessments that are aligned to the NYS Science Assessment.

BACKGROUND

Science instruction is aligned to New York State Standards for science, as well as the CCSS for Literacy in Science and Technology. Science instruction at the Elmwood Village Charter School is designed to nurture the excitement which comes with a growing understanding of the world around us. Instruction will be primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This will help students develop critical thinking, problem solving, and teamwork skills. The Schools use the National Geographic Science program, which builds science skills and habits of mind with a balance between inquiry and text-based models for science instruction. Hands-on activities addressing four levels of inquiry (explore, directed, guided, and open) provide students a solid introduction to science concepts and skills while preparing them for life-long inquiry. Students at each grade level are taught units in Life Sciences, Physical Sciences, and Earth and Space Science. Lessons are supported by extensive photographs and introductory videos from National Geographic explorers and scientists.

The Next Generation Science Standards (NGSS) represent a significant transition from our previous state standards in that they explicitly call for a multidimensional approach to teaching. This is a shift from common practice which emphasizes content knowledge first, application next, and connections between and across disciplines last. For teachers who have been asked to prioritize content in the past, giving equal emphasis to the science and engineering practices (SEP) and crosscutting concepts (CCC) requires different ways of thinking, lesson planning, and daily instruction. The disciplinary core ideas (DCI) provide familiar and safe ground because they include the ideas of traditional content we have prioritized in the past.

METHOD

EVCS 7th and 8th grade students take interim assessments for science once a quarter. Questions for these assessments are generally aligned to state standards and pulled from the NYSS Science Assessment. Basic mastery is calculated for the number of correct answers divided by the total possible points.

Prior to the sixth grade, EVCS does not provide common interim science assessments for teachers outside of the NYS Assessment for science in the 4th grade. Teachers utilize exit tickets and teacher created assessments to understand student learning.

RESULTS AND EVALUATION

Achievement on the first and second science Interim Assessment was high. 7th grade students met the goal for both Interim Assessments, and 8th grade students met the goal for one Interim Assessment and were close to meeting the goal for the second Interim Assessment:

Grade	Average Mastery – Interim Assessment #1	Average Mastery – Interim Assessment #2
7	77.0%	69.0%
8	70.0%	64.0%

ADDITIONAL EVIDENCE

In prior years, EVCS Days Park has met or come close to meeting the goal of 75% of students proficient on the NYS Science Assessment (taken in 4th and 8th grade). The historical results for the previous 3 years are included here:

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	46	91.8	49	91.3	46
8	88.9	18	80.1	21	69.2	39
All	94.5	64	86	72	80.3	85

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Type	Measure	Outcome
Absolute	Students will achieve an average of 65% mastery on interim science assessments that are aligned to the NYS Science Assessment.	Met

ACTION PLAN

To deliver strong science instruction in a remote and/or hybrid environment, it is important have access to rich online content. Our K-5 teachers will rely on Mystery Science for phenomena-based lessons and will supplement these lessons with additional reading from websites such as NewsEla, Pebble Go, Scholastic to build content knowledge.

In grades 6-8 we be shifting from teacher created units to Amplify. Amplify was chosen for its alignment with NGSS, as well as its strong online content for virtual instruction, including simulations for lab work.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

EVCS Days Park was designated as a school in good standing.

ADDITIONAL EVIDENCE

EVCS Days Park was designated as a school in good standing in 2019-2020 school year based on a self-assessment which examined STAR growth data for ELA and Math.

Accountability Status by Year

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

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Family satisfaction, as measured by survey, will exceed 85%.

80% of responding parents will report that they feel the school is safe as measured by an annual survey.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

EVCS used the online service SurveyMonkey as the method for collecting responses related to family satisfaction with its schools. The surveys are entitled "EVCS Family Survey [Year]." All attending families were sent messages requesting that they respond to the survey; reminders were sent before closing out the survey.

Responses were collected toward the end of the academic year, during approximately a three-week period. Questions on academics, programs, staffing, and school life were included.

RESULTS

Parents were generally satisfied with EVCS's programs, supports, and community.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	# of Students (included in responses)	Response Rate
237	321	71.3%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Overall I am satisfied with Elmwood Village Charter School	100%
Our school's academic program is of high quality	99.5%
My child has access to a variety of resources to help him/her learn.	98.5%
My child is being well-prepared to continue his/her education.	96.9%
Our school provides students and teachers with a safe and orderly environment.	97.9%

EVALUATION

The school met the measure set out in the family satisfaction goal. Even considering the COVID-19 pandemic and virtual learning for 3 months, EVCS continued to have a high degree of satisfaction. This is also clear by its retention rate from year to year. There are always individual concerns that are shared in the survey which gives the School administration an opportunity to reexamine its programs and procedures.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

EVCS tracks students who leave in the student information system (SIS) as well as in separate spreadsheets. To calculate retention, the SY18/19 enrollment as of BEDS day was compared to the SY19/20 enrollment as of BEDS day. The information is disaggregated by at-risk subgroups as well.

RESULTS

EVCS Days Park retained 89.9% of students eligible to return the following year. EVCS Days Park retained 84.8% of its students with disabilities, 71.4% of its students who receive ELL services, and 90.1% of its students who are economically disadvantaged.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
449	42	366	89.9%

EVALUATION

EVCS was within 0.1% of meeting this goal.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	95%
2018-19	93.7%
2019-20	89.9%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

EVCS Days Park's attendance rate is tracked in its SIS. Teachers take attendance daily with office staff making corrections for students who are tardy, on suspension, or with an excused absence. Its daily attendance rate is one of the reports that is provided in PowerSchool and it is run at the end of the school year, before the rollover to the next academic year. During the pandemic, EVCS still took attendance, but utilized a customized Google Spreadsheet to keep track of both daily student involvement and student work completion. The results below are separated for the period of the school year prior to March 16th (the first day closed) and after March 16th.

RESULTS

Prior to school closures in March, EVCS' overall attendance was 94.3%. EVCS utilized attendance tools included with the attendance module of PowerSchool to contact parents when students are absent or tardy and to send letters home regularly when students are absent from school. The EVCS Days Park school counselor also focused on students missing consecutive days of school.

During remote learning, EVCS gathered more detailed attendance data from teachers to understand when students were logging in and how much work they were completing. Between March 16th and June 24th, EVCS Days Park's daily attendance was 88.7% with about 75% of students completing all or most of their assigned work daily.

EVALUATION

When just looking at in-person instruction between September and mid-March, EVCS was within 0.7% of meeting the 95% target. After school closures, attendance did decline below the 90% goal, but a strong majority of students were engaging each day and completing all or most of their assigned work. Since EVCS will start SY20/21 completely virtual, structures were put in place (such as more synchronous learning sessions on Zoom, weekly teacher calls, progress reports, an attendance committee reviewing data and absences each week) to ensure virtual engagement is high.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	95%
2018-19	92.9%
2019-20	94.3%

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

Name: Matthew Moscati

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

Elmwood Village Charter Schools

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

Treasurer

2. Are you an employee of any school operated by the education corporation?
LI 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. Are you related, by blood or marriage, to any person employed by the school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **D** Yes **O** No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

O Yes **O** No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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?

0 Yes 0 No

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

7. 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
Please write "None" if applicable. Do not leave this space blank.			
N	O	N	E

8. 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				
N	O	N	E	N/A

DocuSigned by:

Matthew Moscati

2A187971BE1E457

02Jul20

Signature

Date

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last revised 06/8/2020

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

Name: Matthew E. Ryan

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

Elmwood Village Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).
2. ☒ Yes ☐ No
Are you an employee of any school operated by the education corporation?

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 related, by blood or marriage, to any person employed by the school? ☒ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 ☒ No

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

7. 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
None			

Please write "None" if applicable. Do not leave this space blank.

8. 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>				

Scanned by:

07/02/2020

 Signature

Date

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last revised 06/812020

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

Name: Evelyn L Kerney PhD.

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

Elmwood Village Charter Schools

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

Board Trustees Member

2. ☒ you a ☒ ployee of any school operated by the education corporation?
LJ Yes — ~~B~~ 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 related, by blood or marriage, to any person employed by the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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?

Oves **0** No

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

7. 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
Please write "None" if applicable. Do not leave this space blank.	None		

8. 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>				
	None			

DocuSigned by:

Evelyn L. Kerney Ph.D.

6/29/20

9FD80409651749E

Signature

Date

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last revised 06/8/2020

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

Name: Pamela Pollock

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

Elmwood Village Charter Schools

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

Board Secretary

2. Are you, or are you are, 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. Are you related, by blood or marriage, to any person employed by the school? Yes

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

My adult daughter is a founder of the school and is employed as Director of Curriculum and Instruction. She could theoretically benefit from my vote regarding her continued employment or salary. Recuse myself from these.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Note: 2 grandchildren are former students.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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?

ii Yes 0 No

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


7. 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
Please write "None" if applicable. Do not leave this space blank. NONE			

8. 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
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None, if applicable. Do not leave this space blank.

DocuSigned by:

 2B5091D2C41E410
 Signature

6-1-2020

Date

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last revised 06/8/2020

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

Name: Lacole Brumfield

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

Elmwood Village Charter Schools

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

Board Member

2. ☒ Yes ☐ No
LJ Yes E 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 related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

{HilbREN- N}A

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

Oves

☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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?

Oves 0 No

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

7. 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.

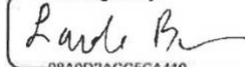
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion}	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable.		Do not leave this space blank.	

8. 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
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Please write "None" if applicable. Do not leave this space blank.

DocuSigned by:



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Signature

06/30/2020

Date

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last revised 06/8/2020

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

Name: Jennifer Bernacki Smith

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

Elmwood Village Charter Schools

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

Vice-Chair

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

My son, Ryder Smith, is currently a student (entering 4th grade). The only possible benefit to my participation is that my son would have a more involved parent who is familiar with the workings and staff of the school.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 ☒ No

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

7. 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
NONE	<i>write “None” if applicab</i>	<i>le . Do not leave</i>	<i>this space blank.</i>

8. 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
NONE				

DocuSigned by:

Jennifer Bernacki Smith

39B98088114B41D...

July 6, 2020

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.

last revised 06/8/2020

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

Name: Mimi Barnes-Coppola

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

Elmwood Village Charter Schools

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

Past chair, current member at large

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 ☒ No

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

7. 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
None	None	None	None

8. 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
None				

DocuSigned by:

 0E3783AF7A4B4F5...

Signature

June 29, 2020

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 06/8/2020

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

Name: Kathleen V. Franklin Adams

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

Elmwood Village Charter Schools

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

None

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

NO. ...but text box is covering YES - NO Box

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? ☒ Yes ☒ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

As I continue to help oversee adherence to our mission and goals, my grandson and all EVCS students will benefit from my participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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 ☒ No

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

7. 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
NONE			

8. 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
NONE				

DocuSigned by:

 C8CFA8DF6047432...

Signature

July 1, 2020

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 06/8/2020

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

Name: Elizabeth R. Santacrose

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

Elmwood Village Charter Schools

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

Chairperson, Board of Trustees

2. Are you an employee of any school operated by the education corporation?
-LJ_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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **!tt! Yes D No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

I am the mother of 3 children who attend EVCS Days Park. I am unaware of any

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

Oves No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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?

ilves

No

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

7. 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>p;j0fl@\$e write</i>	<i>None" if appli cab</i>	<i>e. Do not leave</i>	<i>this space blank.</i>

8. 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>				

6/26/20

S i g n a t u r e

Date

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last revised 06/8/2020

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

Name:

Dr. Jamie D. Smith

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

Elmwood Village Charter Schools

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

Board member

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 related, by blood or marriage, to any person employed by the school?
 Yes X **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?
 X **Yes** **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

I am a parent representative on the Board of Trustees. No benefit is extended to my children

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

 Yes X **No**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. 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.

7. 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"</i>	<i>if applicable</i>	<i>Do not leave</i>	<i>this space blank.</i>

8. 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
None				

Please write "None" if applicable. Do not leave this space blank.

Dr. Jamie D. Smith

07/20/2020

Signature

Date

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last revised 06/8/2020

Elmwood Village Charter School | 2020-2021 CALENDAR

Staff only	No School	First and last days	Trimester End	Early dismissal
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186 school days
198 teacher days

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 New Year's Day
18 M.L. King Day
28 Early Dismissal – Parent Teacher Conference

19 DAYS

8/17- 9/1 Faculty only

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2 & 9 Days Park Open House
4 & 11 Hertel Open House
15 – 19 Mid-winter Break

15 DAYS

2 First Day of School
7 Labor Day
10 Meet the Teacher Night
18 Early Dismissal – PD

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 Trimester ends
12 Early Dismissal – PD

23 DAYS

12 Indigenous Day
15 Early Dismissal – Parent Teacher Conference

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21 – 22 NYS ELA Testing (3-8)
5 – 9 Spring Break

17 DAYS

11 Veterans Day
13 Trimester ends
25 Early Dismissal
26-27 Thanksgiving Break

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5 -6 NYS Math Testing (3-8)
13 Early Dismissal – Parent Teacher Conference
31 Memorial Day

20 DAYS

4 Early Dismissal - PD
23 - 31 Winter Break

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 Trimester ends
25 Early Dismissal -Last Day
28 – 30 Teacher Workdays

17 DAYS