## **Application: Elmwood Village Charter School Hertel**

Liz Evans - levans@elmwoodvillageschool.org 2022-2023 Annual Report

#### Summary

ID: 0000000277

Last submitted: Oct 31 2023 02:16 PM (EDT)

## **Entry 1 School Info and Cover Page**

Completed - Jul 28 2023

**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 the <u>Annual Report Portal</u>. 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 2022-2023 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) <u>before</u> 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, 2023) or you may not be assigned the correct tasks.

## **BASIC INFORMATION**

#### a. SCHOOL NAME

(Select name from the drop down menu)

ELMWOOD VILLAGE CHARTER SCHOOL HERTEL 800000087931

a1. Popular School Name
(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2023)
Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.
SUNY BOARD OF TRUSTEES
c. School Unionized
Is your charter school unionized?
No
d. DISTRICT / CSD OF LOCATION
BUFFALO CITY SD
e. Date of Approved Initial Charter
Jul 14 2016
f. Date School First Opened for Instruction
Sep 6 2017

g. Approved School Mission and Key Design Elements
(Regents, NYCDOE and Buffalo BOE authorized schools only)
N/A for SUNY Schools
h. School Website Address
www.evcsbuffalo.org
i. Total Approved Charter Enrollment for 2022-2023 School Year
400
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j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment
374

#### k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

#### **Responses Selected:**

k		
1		
2		
3		
4		
5		
6		
7		

#### I. Charter Management Organization

Do you have a **Charter Management Organization**?

No

## **FACILITIES INFORMATION**

#### m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

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 previous year (K-5, 6-9, etc.)	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	665 Hertel Ave., Buffalo, NY 14207	716-424-0555	Buffalo	K-7	K-8	

## m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Joseph Ciesielski	Principal	716-424-0555		
Operational Leader	Liz Evans	Director of Operations	716-424-0555		
Compliance Contact	Joseph Ciesielski	Principal	716-424-0555		
Complaint Contact	Liz Evans	Director of Operations	716-424-0555		
DASA Coordinator	Joseph Ciesielski	Principal	716-424-0555		
Phone Contact for After Hours Emergencies	Liz Evans	Director of Operations	716-424-0555		

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

Private Space			

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if

located in private space in NYC or located outside of NYC.

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, 2023.

• Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024,

submit a current fire inspection certificate.

• If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report,

please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

2023-2024 C of O 665 Hertel.pdf

Filename: 2023-2024 C of O 665 Hertel.pdf Size: 151.3 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

2023 Hertel Fire Inspection Report.pdf

Filename: 2023 Hertel Fire Inspection Report.pdf Size: 362.4 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

n/a

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

#### **ATTESTATIONS**

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Liz Evans
Position	Director of Operations
Phone/Extension	716-424-0555-2303
Email	levans@elmwoodvillageschool.org

q. 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. Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

#### **Responses Selected:**

Yes

#### As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the <a href="NYSED CSO Fingerprint Clearance Oct 2019 Memo">NYSED CSO Fingerprint Clearance Oct 2019 Memo</a>. Click YES to agree.

#### **Responses Selected:**

Yes

#### Signature, Head of Charter School

Eghkern

#### Signature, President of the Board of Trustees



#### Date

Jul 28 2023



## **Entry 2 Links to Critical Documents on School Website**

Completed - Jul 28 2023

#### **Instructions**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

- 1. Current Annual Report (i.e., 2021-2022 Annual Report);[1]
- 2. Board meeting notices, agendas and documents;
- 3. New York State School Report Card;
- 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY);
- 5. District-wide safety plan, not a building level safety plan (as per the September 2021 <u>Emergency Response</u> Plan Memo;
- 6. Authorizer-approved FOIL Policy; and
- 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

# Form for Entry 2 Links to Critical Documents on School Website

School Name: Elmwood Village Charter School Hertel

## Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the <a href="Link">Link</a> from the school's website for each of the items:

New York State Report Card

Emergency Response Plan Memo

#### **NYSED Subject Matter List**

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.evcsbuffalo.org/about-elmwood-village-charter-schools/annual-reports-accountability/
2. Board meeting notices, agendas and documents	https://www.evcsbuffalo.org/about-elmwood-village-charter-schools/our-board-of-trustees/
3. New York State School Report Card	https://data.nysed.gov/essa.php? year=2022&instid=800000087931
4. Authorizer-approved DASA Policy and NYSED- Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	http://www.evcsbuffalo.org/for-parents-and- students/security-safety/
6. Authorizer-approved FOIL Policy	https://www.evcsbuffalo.org/about-elmwood-village-charter-schools/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.evcsbuffalo.org/about-elmwood-village- charter-schools/



Thank you.

## **Entry 3 Accountability Plan Progress Reports**

Completed - Oct 31 2023

## **Instructions**

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at <u>Accountability Plan Progress Report</u>. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

#### Accountability Plan Progress Report\_22

Filename: Accountability\_Plan\_Progress\_Repor\_5pofYzC.pdf Size: 393.2 kB

## **Entry 4 - Audited Financial Statements**

Completed - Oct 27 2023

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the <u>Annual Report Portal</u> and into the <u>SUNY Epicenter document management system no later than **November 1, 2023. SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.</u>

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the <u>Annual Report Portal</u> no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

#### 2023 Financial Statements - FINAL

Filename: 2023\_Financial\_Statements\_-\_FINAL\_q3XR8SZ.pdf Size: 743.9 kB

## **Entry 4a – Audited Financial Report Template (SUNY)**

Completed - Oct 27 2023

**Instructions - SUNY-Authorized Charter Schools ONLY** 

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at <a href="http://www.newyorkcharters.org/fiscal/">http://www.newyorkcharters.org/fiscal/</a>. After completing, schools must upload the document into the <a href="http://www.newyorkcharters.org/fiscal/">Annual Report Portal</a> and into the SUNY Epicenter document management system no later than **November 1, 2023.** 

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

#### EVCCS - Hertel2022-23-Audited-Financial-Statement-Template SUNY

Filename: EVCCS\_-\_Hertel2022-23-Audited-Fin\_BOoQN94.xlsx Size: 174.9 kB

## Entry 5 - Fiscal Year 2023-2024 Budget

Completed - Oct 27 2023

<u>SUNY-authorized charter schools</u> should download the <u>2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire</u> from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023**.

<u>Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY22 Budget using the <u>2023-2024 Budget Template</u> into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023**.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

#### **EVCS Hertel 2023-24 Hertel -Budget-and-Quarterly-Report-Template**

Filename: EVCS Hertel 2023-24 Hertel -Budge Ciks9Y6.xlsx Size: 533.1 kB

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 28 2023

#### **Required of ALL Charter Schools**

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 2022-2023 school year must complete and sign a Trustee <u>Disclosure of Financial Interest Form</u> is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.

Charter schools must submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

#### **Barnes-Coppola Disclosure 6-2023**

Filename: Barnes-Coppola\_Disclosure\_6-2023\_L579hXt.pdf Size: 193.4 kB

#### **Bernacki Smith Disclosure 6-2023**

Filename: Bernacki\_Smith\_Disclosure\_6-2023\_jqYRS1A.pdf Size: 432.7 kB

#### **Gholston Disclosure 6-2023**

Filename: Gholston Disclosure 6-2023 OFtwcTJ.pdf Size: 170.7 kB

#### **Castine Disclosure 6-2023**

Filename: Castine\_Disclosure\_6-2023\_sZmiAOG.pdf Size: 178.7 kB

#### **Brumfield Disclosure 6-2023**

Filename: Brumfield\_Disclosure\_6-2023\_jPOOi8d.pdf Size: 420.5 kB

#### Franklin-Adams Disclosure 6-2023

Filename: Franklin-Adams Disclosure 6-2023 Ghs0nhN.pdf Size: 255.8 kB

#### **Pennel Disclosure 6-2023**

Filename: Pennel Disclosure 6-2023 gJKbyQZ.pdf Size: 187.4 kB

#### Piorkowski Disclosure 6-2023

Filename: Piorkowski Disclosure 6-2023 MMyYF1L.pdf Size: 264.5 kB

#### Pollock Disclosure 6-2023

Filename: Pollock\_Disclosure\_6-2023\_hoTvxib.pdf Size: 203.9 kB

#### **Ryan Disclosure 6-2023**

Filename: Ryan\_Disclosure\_6-2023\_naMO5y3.pdf Size: 339.6 kB

#### Sotelo-Peryea Disclosure 6-2023

Filename: Sotelo-Peryea\_Disclosure\_6-2023\_ludMGDF.pdf Size: 179.3 kB

## **Entry 7 BOT Membership Table**

Completed - Jul 28 2023

## **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 7 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.

#### **Authorizer:**

Who is the authorizer of your charter school?

SUNY

## 1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email	Position on the	Committe e	Voting Member	Number of	Start Date of	End Date of	Board Meetings
		Address	Board	Affiliation s	Per By- Laws (Y/N)	Complet ed Terms Served	Current Term (MM/DD/ YYYY)	Current Term (MM/DD/ YYYY)	Attended During 2022- 2023
1	Mimi Barnes- Coppola		Trustee/ Member	Academi c Excellen ce, Nominati	Yes	6	7/1/2022	6/30/202 5	11
2	Jennifer Bernacki Smith		Chair	Executiv e, Nominati ng, Academi c Excellen ce, Space Planning WG	Yes	3	7/1/2022	6/30/202 5	12
3	Kathy Franklin- Adams		Trustee/ Member	Academi c Excellen ce, Culture	Yes	6	7/1/2023	6/30/202 6	13 or more
4	Kenneth Gholston		Trustee/ Member	Finance and Audit, Culture	Yes	1	7/1/2021	6/30/202 4	11
5	Joshua Pennel		Trustee/ Member	Nominati ng, Culture	Yes	1	7/1/2023	6/30/202 6	12
6	Jacob Piorkows ki		Parent Rep	Fundraisi ng/Devel opment,	Yes	1	7/1/2021	6/30/202 4	12

			Space Planning WG					
7	Pamela Pollock	Secretar y	Executiv e, Academi c Excellen ce, Nominati	Yes	6	7/1/2022	6/30/202 5	13 or more
8	Anna Sotelo- Peryea	Parent Rep	Culture, Space Planning WG	Yes	2	7/1/2023	6/30/202 6	13 or more
9	Lacole Brumfield	Trustee/ Member	Academi c Excellen ce, Fundraisi ng/Devel opment, Culture	Yes	2	7/1/2023	6/30/202 6	12

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

Yes			

#### **1b.** Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committe e 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 2022- 2023
10	Ed Castine		Treasure r	Finance/ Audit, Executiv e	Yes	1	7/1/2021	6/30/202 4	8
11	Matthew Ryan		Vice Chair	Executiv e, Nominati ng, Audit/Fin ance	Yes	4	7/1/2022	6/30/202 5	6
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, 2023	11
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022- 2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

	3.	Number	of	<b>Board</b>	meetings	held	during	2022-2023
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13

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

11

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:
0
Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:
11
Thank you.
Entry 9 Enrollment & Retention

Completed - Jul 28 2023

## Instructions for submitting Enrollment and Retention Efforts

#### **Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2023-2024.

#### \*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the enrollment and retention target calculator to find specific targets.

## **Entry 9 Enrollment and Retention of Special Populations**

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023- 2024
Economically Disadvantaged	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, and Journey's End refugee agency. Participated in 4 in-person charter school fairs run by CAO Head Start and the New York Charter School Association; Advertised in WNY Family Magazine (a free monthly publication available in grocery stores and pediatricians offices); Advertisement in free publications (neighborhood publications), social media campaign and word of mouth for current EVCS families	EVCS has continued to attend inperson recruiting events. EVCS will continue advertising in free publications and will continue outreach through social media (Facebook, Instagram, Twitter, LinkedIn.) EVCS purchased a billboard for the months of July 2023 and December 2023. EVCS has a dedicated Admissions Coordinator who coordinates with Communications Lead to do all outreach work.
English Language Learners	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 Days Park's services. Outreach at local community centers, refugee agencies, refugee support groups, and translation of all promotional materials into other languages, as done in past efforts.	EVCS will continue outreach to refugee and international organizations. EVCS is planning on leveraging current ENL families to help with identifying potential ENL students.
Students with Disabilities	Advertisement in Special Education issue of WNY Family Magazine, a free publication widely available in	EVCS will continue to advertise in free WNY Family magazine, which also has a robust online presence,

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. Outreach to local service agencies, advertisement in special editions in free family magazines, and word of mouth, as done in past efforts.

as well as widespread print distribution. EVCS continues to partner with local service providers and admissions coordinator will do outreach to those organizations who work with students with disabilities.

	Describe Retention Efforts in 2022- 2023	Describe Retention Plans in 2023- 2024
Economically Disadvantaged	*EVCS has School-wide Title I services.  • EVCS participates in the Community Eligibility Provision for food service and provided free breakfast and lunch to all students.  • EVCS provided busing to all students who requested it.  • EVCS provides 1-1 internet connected devices.  • 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	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 including texting, emails, and backpack communication.
	placement. This is part of the	

enrollment form and is kept on file. • EVCS provides equal access as per the McKinney-Vento Homeless Assistance Act. • EVCS partners with afterschool providers to provide after-care at no cost to families. EVCS employed a full-time ENL teacher at each campus to adequately address the learning needs of students with limited English proficiency in all grades. 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. EVCS provided professional development to faculty EVCS will continue all past efforts. on strategies to teach language arts EVCS continues to strengthen the to students with limited English availability of translated materials to proficiency. The administration of the better maintain communication with school makes written resources families of ENL students. EVCS will available to all instructional staff. work with support organizations to The ENL teacher educates students coordinate the distribution of **English Language Learners** technology and hotspots to those and families on the role of the ENL teacher in the classroom. The students who need it. EVCS Student Services Coordinator and participates in the ENL collaborative the ENL teacher participate in for WNY charter schools that will be professional development on issues continuing to provide additional relating to educating resources and PD to help reach children with limited English ENL students and their families. proficiency. The school maintained contracts with translators to assist school personnel with home-school communication. 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.

#### Students with Disabilities

To the extent appropriate and allowed by each student's IEP, EVCS educates students with disabilities in the least restrictive environment with their nondisabled peers.

EVCS employs a special education coordinator (Student Services Coordinator) and at least one special education teacher per grade level to provide services to the greatest practical extent.
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.

The Student Services Coordinator and special education teachers work under the Principal to review and assure that quarterly IEP reports are sent to parents, and that annual review meetings are held.

The Principal and Student Services
Coordinator ensure that referrals are
made to the CSE when RtI indicates
that the child may have a disability.
The Principal and the Student
Services Coordinator review the
progress of students with disabilities
with appropriate staff members.
All instructional staff members at
EVCS participate in annual
professional development and
training on issues pertaining to
special education. In addition to
curriculum-based assessments,
EVCS uses diagnostic measures to

EVCS will continue past efforts to the greatest extent possible. EVCS will be working to deliver minutes to students with IEPs in the best possible mode. EVCS hired an additional full-time Behavior Intervention Specialist so each building will have a dedicated BIS to work with teachers.

monitor academic progress three times throughout the year. EVCS shares a full time Behavior Intervention Specialist between campuses 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.

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Jul 28 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

#### A. TEACH System - Employee Clearance

#### **Required of ALL Charter Schools**

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is <u>not</u> employed by the school.

#### 1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo 10-2019.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers. See NYSED memorandum dated October 1, 2019 at <a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf</a> or visit the NYSED website at: <a href="http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html">http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html</a> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

#### **B.** Emergency Conditional Clearances

#### **Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo 10-2019.

#### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 13 School Calendar**

Completed - Jul 28 2023

Instructions for submitting School Calendar

#### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the <u>minimum instructional requirements</u> as required of other public schools "... unless the school's charter requires more instructional time than is required under the regulations."

Board of Regents-authorized charter schools also are required to submit school calendars that clearly <u>indicate the start and end date of the instructional year AND</u> the number of instructional hours and/or instructional days for each <u>month (also used to align to schools with extended days/years referenced in their mission statements/key design elements), See an example of a calendar showing the requested information. Schools **must** use a calendar format <u>and ensure there is a monthly tally of instructional days.</u></u>

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

#### SY 23-24 EVCS School Calendar Final\_Updated

Filename: SY\_23-24\_EVCS\_School\_Calendar\_Fina\_NLmn6Kv.pdf Size: 132.1 kB

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# Elmwood Village Charter School Hertel

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3rd, 2023

By Danielle Bruno

665 Hertel Avenue Buffalo, NY 14207

716-424-0555

Melina Hong (Data Manager), Anne Wechlser (Direct or Curriculum) and Liz Evans (Director of Operations) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

	Board P	Board Position					
Trustee's Name	Office (e.g., chair, treasurer,	Committees (e.g., finance,					
	secretary)	executive)					
Jennifer Bernacki-Smith	Chair	Executive, Academic					
		Excellence, Nominating, Space					
		Planning					
Mimi Barnes-Coppola		Academic Excellence,					
		Nominating					
Lacole Brumfield		Development & Advocacy					
Ed Castine	Treasurer	Executive, Audit & Finance					
Kathy Franklin-Adams		Academic Excellence, Culture					
Kenneth Gholston		Finance & Audit, Culture					
Joshua Pennel		Development & Advocacy,					
		Nominating					
Jacob Piorkowski		Development & Advocacy,					
		Space Planning					
Pamela Pollock	Secretary	Executive, Academic					
		Excellence, Nominating					
Matthew Ryan	Vice Chair	Executive, Audit & Finance,					
		Development & Advocacy,					
		Nominating					
Anna Sotelo-Peryea		Space Planning, Culture					
Patricia Anderson		Culture					
Nicca Lebeda		Nominating, Academic					
		Excellence					
George McLean							

Joseph Ciesielski has served as the school principal since 2023. Danielle Bruno has served as the Director of Schools since 2022 and was the principal of EVCS Days Park since 2016.

#### SCHOOL OVERVIEW

The Elmwood Village Charter School Hertel opened its doors to 150 students in grades K-2 in 2017 as a replication of the Elmwood Village Charter School (now EVCS Days Park). EVCS Hertel has just completed its sixth year of instruction, educating 400 students in grades K-7. School year 2023-2024 will be the final year of expansion for EVCS-Hertel, adding the 8<sup>th</sup> grade and a target enrollment of 445 students.

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 its students located in the same facility, building a sense of closeness and community.
- 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.
- Responsive Classroom model: based on the belief that there is a direct correlation between strong social skills on the one hand, and academic competence and success on the other. Responsive Classroom is a research and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate. Social emotional learning is at the heart of all teaching and learning.
- Morning meeting in every classroom every day to build connection and community. A Whole school morning meeting is held once a month and led and planned by students to build community as a whole school.
- Longer daily schedule and school year: The school day runs from 8:00 am to 3:05 p.m., with optional afterschool care operated through the Boys & Girls Club. 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 the librarian.
- Instructional coaching: EVCS sees our teaching staff as a great asset and their continued development over time is critical to student success. During the 2022-2023 school year, EVCS employed five instructional coaches and a curriculum director who work across both campuses to provide classroom teachers with professional development, guidance, and targeted feedback to support their continued growth.

#### Notable Changes in SY 2022-2023:

Assessments: During the 2022-2023 school year, EVCS changed from ANET interim assessments to new standards/curriculum-based interim assessments created in-house that are more tightly aligned to the content. We did this to provide teachers with more useful data for re-teaches.

Writing Instruction: EVCS moved from stand-alone, isolated writing units taught through the workshop model, to explicit writing instruction embedded in the content of the curriculum. Instruction has a heavy focus on writing at the sentence level to allow for explicit instruction, repetitive practice and targeted feedback leading to revision.

Math focused Instructional Coach: In order to strengthen math instruction, we added an instructional coach focused on math instruction for the upper grades.

Digital Citizenship: An additional Digital Citizenship class was added for our kindergarten through 5<sup>th</sup> grade students. It occurs once in a six-day cycle.

New Staff Evaluation Plan: We moved from using the Danielson rubric for teacher evaluation, to an evaluation created in-house. This new evaluation is more tightly aligned with EVCS's mission, vision, and operating values.

Steering Committee: A faculty Steering Committee was established to give teachers more voice and to encourage collaboration and problem solving. The Steering Committee meets once a month and includes one representative from each grade level, along with representatives from other constituent groups.

## **ENROLLMENT SUMMARY**

School Enrollment by Grade Level and School Year														
School Year	К	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	43	52	52	53	52	50	0	0	0	0	0	0	0	302
2021-22	47	46	50	51	52	49	50	0	0	0	0	0	0	345
2022-23	46	47	52	51	47	50	47	45	0	0	0	0	0	385

## **GOAL 1: ENGLISH LANGUAGE ARTS**

Elmwood Village Charter School Hertel 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.

#### **BACKGROUND**

In school year 2022-2023, ELA was taught in alignment with the NYS Next Generation Learning Standards. Grades K-3 used Really Great Reading, and grades 4-8 used Novel Study. Due to our longer school day, all students received two periods of ELA every day along with a period of Small Group Reading every day for students in grades K-6. EVCS utilized the STAR ELA Assessment to evaluate student progress in Reading (2-8) and Early Literacy (K-1).

#### ELEMENTARY AND MIDDLE ELA

#### **ELA Measure 1 - Absolute**

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

## 2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

	Total		Total					
Grade	Tested	Absent	Refusal	ELL/IEP	Admin	Medically	Other	Enrolled
	resteu	Absent	Refusai		error	excused	reason	Enrolled
3	50	0	1	0	0	0	0	51
4	50	0	0	0	0	0	0	50
5	44	0	0	0	0	0	0	44
6	45	0	0	0	0	0	0	45
7	45	0	1	0	0	0	0	44
8	0	0	0	0	0	0	0	0
All	233	0	2	0	0	0	0	235

By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

	Number	Number	Percent	Number	Number	Percent
	Tested	Proficient	Proficient	Tested	Proficient	Proficient
3	50	34	46%	45	22	49%
4	50	22	44%	39	18	46%
5	44	11	25%	38	10	26%
6	45	13	29%	41	12	29%
7	44	13	30%	41	13	32%
8	0	0	0	0	0	0
All	233	82	35%	204	75	37%

#### **ELA Measure 2 - Absolute**

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

#### **ELA Measure 3 - Comparative**

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

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

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

	Percent of Students at or Above Proficiency			
Grade	Charter School Students		All District Students	
	In At Least 2 <sup>nd</sup> Year			
	Percent	Number	Percent	Number
	Proficient	Tested	Proficient	Tested
3				
4				
5				

<sup>&</sup>lt;sup>2</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data <u>here</u>.

6		
7		
8		

#### **ELA Measure 4 - Comparative**

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.<sup>3</sup>

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically	Percent of Students at Levels 3&4 <sup>4</sup>		
Orace	Disadvantaged	Actual	Predicted	Effect Size
3	60.8	57.4	44.6	0.68
4	69.2	38.0	36.2	0.10
5	81.6	25.0	27.6	-0.16
6	82.0	44.7	47.8	-0.19
7				
8				
All	73.2	41.5	39.2	0.11

#### **ELA Measure 5 - Growth**

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

<sup>&</sup>lt;sup>3</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

<sup>&</sup>lt;sup>4</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

#### **ELA INTERNAL EXAM RESULTS**

During 2022-23, in addition to the New York State  $3^{rd} - 8^{th}$  grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: STAR

EVCS Hertel's growth goal for the STAR for the 2022-23 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3<sup>rd</sup> through 8<sup>th</sup> grade. The overall SGP was 51 – EVCS Hertel met this goal. Grades 3 and 5 met this target and grades 4, 6, and 7 fell short. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	51	61
4	49	42
5	44	58
6	44	36
7	45	43
8	0	N/A
All	233	51

#### SUMMARY OF THE ELA GOAL

EVCS Hertel can report the results on two of the Institute's five goals (one absolute, one comparative), as well as one internal goal that measures student growth.

Туре	Measure	Outcome
	Each year, 75 percent of all tested students who are enrolled in at least	
Absolute	their second year will perform at proficiency on the New York State English	No
	language arts exam for grades 3-8.	
	Each year, the school's aggregate PI on the state's English language arts	
Absolute	exam will meet that year's state MIP as set forth in the state's ESSA	N/A
	accountability system.	
Comparative	Each year, the percent of all tested students who are enrolled in at least	N/A
	their second year and performing at proficiency on the state English	
	language arts exam will be greater than that of students in the same tested	
	grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the	
	state English language arts exam by an effect size of 0.3 or above	
	(performing higher than expected to a meaningful degree) according to a	No
	regression analysis controlling for economically disadvantaged students	
	among all public schools in New York State.	

	Each year, under the state's Growth Model the school's mean unadjusted	
Growth	growth percentile in English language arts for all tested students in grades	N/A
	4-8 will be above the target of 50.	
Internal	For the 2022-2023 school year, achieve a median SGP of 50 on the national	
Growth	STAR ELA assessment (measured between BOY and EOY) for 3 <sup>rd</sup> through 8 <sup>th</sup>	Yes
Growth	grade.	

### **EVALUATION OF ELA GOAL**

EVCS Hertel fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (37%). No grade levels hit the target of 75% and proficiency was lower than the 2021-2022 test. EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (0.11). With the pandemic making a large impact on state proficiency, EVCS has continued to track student growth internally on the STAR ELA test (Literacy for grades K-1, Reading for grades 2-8). EVCS Hertel met the internal goal of SGP=50 national STAR test (51), with 3<sup>rd</sup> grade and 5<sup>th</sup> grade meeting or exceeding the target of 50.

### ADDITIONAL CONTEXT AND EVIDENCE

Like many schools, school year 2022-2023 involved a pivot back towards "normalcy" from the COVID-19 pandemic. While strict protocols were loosened, students and teachers alike were adjusting to what it meant to be in school and what was required to make up for missed learning from the two prior years.

### **ELA ACTION PLAN**

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from each meeting with specific actions steps to improve teaching and learning.

In 2021 - 2022 EVCS began to shift its approach to reading instruction to one that is aligned to the Science of Reading. We started by adopting a Science of Reading aligned foundational skills program called Really Great Reading. We implemented this in grades K-3 as a Tier 1 program and used it as a Tier 3 intervention in grades K-6. We have seen strong growth in early literacy skills in classrooms where this program has been implemented with fidelity, so we will continue with this program and continue to work on strengthening implementation through coaching and regular use of assessment data. Now that the foundational skills piece is solidly in place, we are focused on strengthening language comprehension. We have adopted Wit & Wisdom for the 2023-2024 school year as the new knowledge building curriculum in grades K-3. We are continuing our implementation of the Teach Like a Champion Reading Reconsidered curriculum in grades 4-8. Both of these programs place a heavy emphasis on knowledge building and vocabulary and provide many opportunities for students to write about content. We have also joined a Reading Reconsidered data cohort this year that is focuses on fluency in the upper grades. We are working alongside the program authors a few other schools to examine oral reading practices and to implement oral reading fluency routines in the classroom.

One factor that has impacted our ability to achieve strong student growth across all classrooms is teacher retention. We have a larger number of novice teachers post-pandemic than we had prepandemic. In order to help these novice teachers improve their teaching skills quickly, we have begun to implement live coaching/in-the-moment feedback. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

### **GOAL 2: MATHEMATICS**

Elmwood Village Charter School Hertel 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 state's common core math exams.

### **BACKGROUND**

Teachers in grades K-8 use Zearn as a core curriculum. However, teachers are given a certain amount of autonomy to supplement with additional resources from sources like Engage NY and Desmos.

In addition to NYS Math Assessments, students in grades 1-8 take the computer adaptive STAR Math 3 times a year. This assessment is used primarily for benchmarking and screening. Students in grades K-8 also take Math Interim Assessments three times a year. These assessments are aligned to the standards that have just been taught in class, thus allowing us to see if students have learned what was taught.

EVCS offers Regents Algebra in addition to 8<sup>th</sup> grade mathematics to those students whose scores and work habits have qualified them to take this advanced math course. Passing the Regents exam can earn EVCS 8<sup>th</sup> graders high school credit.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

### 2022-23 State Mathematics Exam Number of Students Tested and Not Tested

	Total		Not Tested						Total
Grade		Abcont	Defusal	ELL/IEP	Admin	Medically	Other	Took	Enrolled
Tested A	Absent Refusal	ELL/IEP	error	excused	reason	Regents	Enroneu		
3	50	0	1	0	0	0	0	0	51

4	50	0	0	0	0	0	0	0	50
5	43	0	1	0	0	0	0	0	44
6	45	0	0	0	0	0	0	0	45
7	39	2	4	0	0	0	0	0	45
8	0	0	0	0	0	0	0	0	0
All	227	2	6	0	0	0	0	0	235

# Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

	All Students				Enrolled in at least their Second Year			
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient		
3	50	23	46	45	22	49		
4	50	26	52	39	20	51		
5	43	12	28	37	12	32		
6	45	2	4	41	2	5		
7	39	13	33	36	13	36		
8	0	0	0	0	0	0		
All	227	76	34	198	69	35		

### Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### **Math Measure 3 - Comparative**

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

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

### Charter School and District Performance by Grade Level

	Percent	of Students a	t or Above Pro	ficiency	
	Charter School Students		All District Students		
Grade	In At Leas	st 2 <sup>nd</sup> Year	All District	Lotadents	
	Percent	Number	Percent	Number	
	Proficient	Tested	Proficient	Tested	
3					
4					
5					
6					
7					
8					
All					

### **Math Measure 4 - Comparative**

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically	Percent of Level		
Grade	Disadvantaged	Actual	Predicted	Effect Size
3	60.8	44.0	45.9	-0.09
4	69.2	26.0	36.0	-0.51
5	81.6	4.5	24.7	-1.09
6	82.0	15.2	26.1	-0.57
7				
8				
All	73.0	23.2	33.6	-0.55

### Math Measure 5 - Growth

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

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State  $3^{rd} - 8^{th}$  grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: STAR

EVCS Hertel's growth goal for the STAR for the 2022-23 school year was to achieve a median SGP of 50 (between BOY and EOY) for 3<sup>rd</sup> through 8<sup>th</sup> grade. The overall SGP was 49 – EVCS Hertel did not meet this goal. Grades 5 and 7 met the goal, but grades 3, 4, and 6 did not meet the goal. Results by grade level are in the table below:

Grade	Student Count	Median STAR ELA SGP
3	51	48
4	50	36.5
5	43	50
6	45	40
7	45	59
8		
All	234	49

### SUMMARY OF THE MATHEMATICS GOAL

EVCS Hertel can report the results on two of the Institute's five goals (one absolute, one comparative), as well as one internal goal that measures student growth.

Туре	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not met
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Internal Growth	For the 2022-2023 school year, achieve a median SGP of 50 on the national STAR Math assessment (measured between BOY and EOY) for 3 <sup>rd</sup> through 8 <sup>th</sup> grade.	Not met

### **EVALUATION OF THE MATHEMATICS GOAL**

EVCS Hertel fell short of meeting the institute's absolute goal of 75% of second year students meeting proficiency (35%). No grade levels hit the target of 75%. However, we are pleased to see that proficiency for Math at EVCS-Hertel proficiency increased from the 2021-2022 school year. EVCS all fell short of meeting the institute's comparative goal of an effect size larger than 0.3 (-0.55). With the pandemic making a large impact on state proficiency, EVCS has continued to track student growth internally on the STAR Math test. EVCS Hertel fell just short of the internal goal of SGP=50 national STAR test (49).

### ADDITIONAL CONTEXT AND EVIDENCE

Like many schools, school year 2022-2023 involved a pivot back towards "normalcy" from the COVID-19 pandemic. While strict protocols were loosened, students and teachers alike were adjusting to what it meant to be in school and what was required to make up for missed learning from the two prior years. Like many studies have revealed, student learning loss in mathematics was greater than for ELA. We have seen similar results at EVCS-Hertel, especially in the middle school classes.

### MATHEMATICS ACTION PLAN

EVCS will continue to utilize the STAR to measure student progress in mathematics three times a year. The consistent collection of this data prior to the pandemic and now after the pandemic has given us a strong historical data set to see trends over time.

EVCS is focused on using data to drive instruction. Teachers attend weekly PLCs facilitated by an instructional coach where classroom-level data is reviewed. In addition, administrative staff and school building leaders participate in monthly/bi-monthly reviews of full school level data. The goal of these meetings is to come away from each meeting with specific actions steps to improve teaching and learning.

After analyzing last year's STAR Math growth scores, we noticed a few commonalities across classrooms with the highest student growth percentiles in Math. These commonalities included supplemental daily fluency practice, and more "at bats" during the independent practice portion of the lesson. This year, we are continuing to use Zearn Math in grades K-5, but we have emphasized the importance of incorporating these two high leverage practices across all classrooms.

We are also leveraging our Learning Specialist (a highly successful, general education teacher) to implement math intervention in grades 2-5. This teacher works to build foundational skills with students who are significantly below grade level.

In our middle school (grades 6-8), we have switched from Zearn to Desmos. With the onset of computer-based testing, we felt an interactive online software that includes equations and mathematical modeling would be beneficial and help our students prepare for the online assessment.

As mentioned, above, teacher attrition has impacted our ability to achieve strong student growth across all classrooms. We have a larger number of novice teachers post-pandemic than we had pre-pandemic. To help these novice teachers improve their teaching skills quickly, we have begun to implement live coaching/in-the-moment feedback. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

### **GOAL 3: SCIENCE**

Elmwood Village Charter School Hertel students will be proficient in scientific process and inquiry skills to apply scientific knowledge and methods to explore and explain the world around them as demonstrated by academic attainment and growth on the state's common core science exams.

### **BACKGROUND**

Mystery Science (K-5) Teachers in grades K-5 use the Mystery Science curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. 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 is primarily inquiry-based, with emphasis placed on hands-on experiences, experimentation, and field trips. This helps students develop critical thinking, problem solving, and teamwork skills. Each lesson contains a central mystery, a video, discussion questions, supplemental reading, and a hands-on activity.

**Middle School Science** In grades 6-8, teachers use the Amplify Science curriculum. The curriculum has strong alignment to the Next Generation Science Standards (NGSS) and robust online components. Students in 6<sup>th</sup> grade take Earth & Space Science, student in 7<sup>th</sup> grade take Physical Science, and students in 8<sup>th</sup> grade take Life Science. Students engage in lab activities, hands-on simulations, virtual labs, and role playing or modeling activities. Students excelling in Science and ready for a challenge, also have the opportunity to take Regents Living Environment.

### **ELEMENTARY AND MIDDLE SCIENCE**

### Science Measure 1 - Absolute

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

The school did not administer the state test in science as there was no 8<sup>th</sup> grade in the 2022-2023 school year.

# Charter School Performance on 2022-23 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year					
Number Tested		Number Proficient	Percent Proficient			
4	N/A	N/A	N/A			
8	N/A	N/A	N/A			
All	N/A	N/A	N/A			

### Science Measure 2 - Comparative

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

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

# 2022-23 State Science Exam Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4						
8						
All						

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

### **EVALUATION OF THE SCIENCE GOAL**

EVCS Hertel is preparing for the 4<sup>th</sup> and 8<sup>th</sup> grade assessment for the 2023-2024 school year and will also administer the Living Environment Regents exam for the first time.

### ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year										
	Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing				

### **ACTION PLAN**

We will have a new focus on live coaching/in-the-moment feedback to support novice teachers. By supporting teachers at the point of error with corrective feedback and an opportunity to practice, we are hoping to strengthen instruction by speeding up the growth trajectory of these new teachers.

In grades K-3 we are implementing a new knowledge building ELA curriculum (Wit & Wisdom) with multiple modules at each grade level focused on Science content. This will help build students' science background knowledge and support stronger performance on the Science assessment over time.

Additionally, we will be implementing the NYS Science investigations across grades 4-8. These are authentic, hands-on laboratory experiences that will help prepare students for the NYS Science Assessment.

### **GOAL 4: ESSA**

### **ESSA Measure 1**

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.

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. More information on assigned accountability designations and context can be found <a href="https://example.com/here-exam

### Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	LSI

### ADDITIONAL CONTEXT AND EVIDENCE

EVCS Hertel was designated as a school in good standing.

### ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

Elmwood Village Charter School Hertel will maintain and actively support a healthy and diverse school climate as demonstrated by student re-enrollment and parent satisfaction.

Once enrolled in the school, 80% of students will re-enroll for the following year, as measured by yearly BEDS day enrollment data.

• EVCS Hertel re-enrollment from school year 2021-2022 to 2022-2023 was 86% - EVCS Hertel met the target of 80%.

80% of responding parents will report they are satisfied with the school, as measured by an annual survey.

EVCS Hertel overall parent satisfaction was 87% - EVCS Hertel met the target of 80%.

# SINGLE AUDIT REPORTING PACKAGE JUNE 30, 2023

### **ELMWOOD VILLAGE CHARTER SCHOOLS**

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### INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Elmwood Village Charter Schools

### **Report on the Audit of the Financial Statements**

### **Opinion**

We have audited the accompanying balance sheets of Elmwood Village Charter Schools (the Organization) as of June 30, 2023 and 2022, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as of June 30, 2023 and 2022, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America (GAAP).

#### **Basis for Opinion**

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Adoption of ASU No. 2016-02

As discussed in Note 5 to the financial statements, the Organization changed its method of accounting for leases of longer than one year, and adopted Accounting Standards Update (ASU) No. 2016-02, Leases (Topic 842), effective July 1, 2022. Our opinion is not modified with respect to this matter.

### Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with GAAP, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are issued.

#### Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and Government Auditing Standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that
  raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable
  period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

#### **Additional Information**

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying additional information as listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and is derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### Other Reporting Required by Government Auditing Standards

Emilen & Mclornick, LLP

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2023 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

October 18, 2023

### ELMWOOD VILLAGE CHARTER SCHOOLS

### **Balance Sheets**

June 30,	2023		2022
Assets			
Current assets:			
Cash	\$ 6,594,616	\$	6,282,010
Receivables (Note 2)	1,081,026	•	1,786,739
Prepaid expenses and other	176,739		58,184
·	7,852,381		8,126,933
Property and equipment, net (Note 3)	12,438,581		12,256,490
Right of use asset - lease (Note 5)	812,230		-
Restricted cash	150,000		150,000
	\$ 21,253,192	\$	20,533,423
Liabilities and Net Assets  Current liabilities:  Current portion of lease liability (Note 5)  Current portion of long-term debt (Note 6)	\$ 247,190 308,754	\$	- 300,628
Accounts payable	471,409		712,775
Accrued expenses	1,507,274		1,450,732
	2,534,627		2,464,135
Lease liability (Note 5)	565,040		-
Long-term debt (Note 6)	5,315,785		5,624,906
Net assets:			
Without donor restrictions	12,837,740		12,439,882
With donor restrictions			4,500
	12,837,740		12,444,382
	\$ 21,253,192	\$	20,533,423

### **Statements of Activities**

For the years ended June 30,	2023	2022
Net assets without donor restrictions:		
Support and revenue:		
Enrollment fees:		
Resident students	\$ 10,774,014	10,338,424
Resident students with disabilities	1,313,381	1,353,839
Contributions:		
Federal awards	1,446,006	1,904,351
State awards and other	34,866	117,715
Rental income	255,596	238,459
Interest income	39,122	4,478
Other income	31,106	31,730
Net assets released from restrictions	4,500	44,535
Total support and revenue	13,898,591	14,033,531
Expenses:		
Program expenses:		
Regular education	7,446,361	7,084,399
Special education	2,032,236	1,805,055
Other program	982,502	1,374,030
Supporting services:		
Management and general	3,039,634	2,904,842
Total expenses	13,500,733	13,168,326
Change in net assets without donor restrictions	397,858	865,205
Net assets with donor restrictions:		
Net assets released from restrictions	(4,500)	(44,535)
Change in net assets	393,358	820,670
Net assets - beginning	12,444,382	11,623,712
Net assets - ending	\$ 12,837,740	12,444,382

### Statement of Functional Expenses

For the year ended June 30, 2023

	Number										
	of	Regular		Special Education		Other Programs		Management and General			
	<b>Positions</b>	_									Total
Administrative personnel	27.0	\$	-	\$	-	\$	-	\$	1,407,995	\$	1,407,995
Instructional personnel	119.8		4,188,618		1,236,966		-		-		5,425,584
Non-instructional personnel	12.9		-		-		601,672		-		601,672
Total salaries	159.7	\$	4,188,618	\$	1,236,966	\$	601,672	\$	1,407,995	\$	7,435,251
Salaries		\$	4,188,618	\$	1,236,966	\$	601,672	\$	1,407,995	\$	7,435,251
Employee benefits and taxes			1,131,671		299,690		169,345		533,664		2,134,370
Retirement			373,824		109,575		53,473		124,114		660,986
Professional fees			-		-		-		280,732		280,732
Other purchased and consulting serv	rices		50,111		154,873		-		-		204,984
Rent expense			110,068		4,226		21,802		168,354		304,450
Repairs and maintenance			154,544		44,911		22,365		55,470		277,290
Insurance			60,010		2,304		11,886		91,784		165,984
Utilities			95,073		28,340		13,744		32,654		169,811
Supplies and materials			168,435		-		-		-		168,435
Staff development			107,512		-		-		-		107,512
Marketing and recruitment			-		-		-		11,817		11,817
Technology			182,300		-		-		-		182,300
Student services			241,356		-		109		-		241,465
Office expense			40,743		8,963		6,518		28,145		84,369
Interest			71,421		3,353		14,018		106,420		195,212
Other expenses			804		-		-		40,021		40,825
			6,976,490		1,893,201		914,932		2,881,170		12,665,793
Depreciation			469,871		139,035		67,570		158,464		834,940
Total		\$	7,446,361	\$	2,032,236	\$	982,502	\$	3,039,634	\$	13,500,733

### Statement of Functional Expenses

For the year ended June 30, 2022

	Number								
	of	Regular Special			Other Management				
	Positions	Education	Education		Programs		and General		Total
Administrative personnel	24.0	\$ -	\$	-	\$	-	\$	1,361,443	\$ 1,361,443
Instructional personnel	123.0	4,056,859		1,133,896		-		-	5,190,755
Non-instructional personnel	17.6	-		-		832,188		-	832,188
Total salaries	164.6	\$ 4,056,859	\$	1,133,896	\$	832,188	\$	1,361,443	\$ 7,384,386
Salaries		\$ 4,056,859	\$	1,133,896	\$	832,188	\$	1,361,443	\$ 7,384,386
Employee benefits and taxes		1,052,158		272,086		238,477		503,563	2,066,284
Retirement		341,468		95,037		71,106		124,291	631,902
Professional fees		-		-		-		240,876	240,876
Other purchased and consulting serv	rices	50,499		119,732		-		-	170,231
Rent expense		86,336		-		40,936		176,552	303,824
Repairs and maintenance		126,855		33,473		27,702		52,214	240,244
Insurance		44,016		-		20,868		90,010	154,894
Utilities		92,001		24,638		19,385		31,811	167,835
Supplies and materials		206,421		-		-		-	206,421
Staff development		101,491		-		-		-	101,491
Marketing and recruitment		-		-		-		13,604	13,604
Technology		220,377		-		-		-	220,377
Student services		187,618		-		-		-	187,618
Office expense		25,416		5,274		6,872		18,604	56,166
Interest		59,180		624		27,447		117,070	204,321
Other expenses	-	1,060		-		-		29,067	30,127
		 6,651,755		1,684,760		1,284,981		2,759,105	 12,380,601
Depreciation		432,644		120,295		89,049		145,737	787,725
Total		\$ 7,084,399	\$	1,805,055	\$	1,374,030	\$	2,904,842	\$ 13,168,326

### ELMWOOD VILLAGE CHARTER SCHOOLS

### Statements of Cash Flows

For the years ended June 30,	2023	2022
Operating activities:		
Cash received from enrollment fees	<b>\$ 12,251,442</b> \$	11,575,680
Cash received from contributions	2,022,538	1,338,803
Cash received from rental activities	255,596	238,459
Cash received from other sources	70,228	36,208
Payments to employees for services and benefits	(10,174,065)	(9,928,408)
Payments to vendors and suppliers	(2,410,956)	(1,846,691)
Interest paid	(195,212)	(204,321)
Net operating activities	1,819,571	1,209,730
Investing activities:		
Property and equipment expenditures	(1,205,970)	(394,795)
Financing activities:		
Principal payments on long-term debt	(300,995)	(298,950)
Net change in cash and restricted cash	312,606	515,985
Cash and restricted cash - beginning	6,432,010	5,916,025
Cash and restricted cash - ending	\$ 6,744,616 \$	6,432,010

### Notes to Financial Statements

### 1. Summary of Significant Accounting Policies:

#### **Organization and Purpose:**

Elmwood Village Charter Schools (the Organization) operates Elmwood Village Charter School Days Park (EVCS Days Park) and Elmwood Village Charter School Hertel (EVCS Hertel) in the City of Buffalo, New York (the City) authorized by the Board of Trustees of the State University of New York (Board of Trustees).

EVCS Days Park is chartered through June 2025 and EVCS Hertel is chartered through July 2027. Continuance of operations after these dates is contingent upon charter renewal approvals.

EVCS Days Park currently offers classes from kindergarten through eighth grade. EVCS Hertel offered classes from kindergarten through seventh grade in 2023 (kindergarten through sixth in 2022).

### **Subsequent Events:**

Management has evaluated events and transactions for potential recognition or disclosure through October 18, 2023, the date the financial statements were available to be issued.

### Cash:

Cash in financial institutions potentially subjects the Organization to concentrations of credit risk, since it may exceed insured limits at various times throughout the year. The Organization complies with a requirement to hold no less than \$150,000 in an escrow account to pay legal and audit expenses that would be associated with dissolution should it occur. This is included as restricted cash on the balance sheets as of June 30, 2023 and 2022.

### **Property and Equipment:**

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided using the straight-line method over estimated useful lives. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

#### **Net Assets:**

The Organization's financial position and activities are reported according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets with donor restrictions are those whose use has been limited by donors for a specific time period or purpose.

### **Revenue Recognition:**

#### **Enrollment Fees**

Enrollment fees are received from the public school district where a student resides. The amount received each year from the resident district is generally the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the Organization residing in that district. The respective districts also reimburse the Organization for special education service based on approved applicable rates for the services provided. Revenues are recognized over the period the services are provided. The Organization generally invoices the resident district bimonthly and payment is due in 30 days. Enrollment fees received in advance are deferred and recognized when earned. The Organization's enrollment fees are received primarily from the City School District.

### **Contributions**

Contributions are reported at fair value at the date the pledge or award is received. Contributions are recorded as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received with donor-imposed restrictions that are met in the same reporting period are shown as support without donor restrictions.

Conditional contributions, primarily government awards, are recorded as revenue when the Organization meets requirements in compliance with specific agreements. Amounts received before the required conditions are met are reported as refundable advances on the accompanying balance sheets. These conditional contributions are subject to compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

As of June 30, 2023, conditional government awards from the Education Stabilization Fund awarded and not yet received amounted to approximately \$339,000 and will be recognized when qualifying expenses are incurred over the next two years.

### Receivables

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable. An allowance for doubtful accounts is considered unnecessary by management because all significant amounts deemed uncollectible are written off each year.

#### **Income Taxes:**

The Organization is a 501(c)(3) corporation exempt from taxation under §501(a) of the Internal Revenue Code.

### **Transportation and Food Services:**

Several districts provide the Organization with certain transportation services without cost. The City School District also provides food services without cost. The value of these services has not been recorded in the accompanying financial statements.

#### **Use of Estimates:**

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

### **Functional Expense Allocation:**

The Organization's costs of providing its various programs and activities have been summarized on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. These costs include salaries, benefits, and payroll taxes, which are allocated based on estimates of time and effort, and depreciation, interest, and repairs and maintenance, which are allocated based on management's estimate of program benefit.

### **Reclassifications:**

The 2022 financial statements have been reclassified to conform with the presentation adopted for 2023.

#### 2. Receivables:

	2023	2022
Enrollment fees	\$ 432,567	\$ 596,614
Grants	648,459	1,190,125
	\$ 1,081,026	\$ 1,786,739

Enrollment fees receivable as of June 30, 2023 and 2022 include amounts withheld by the City School District for disputed rates of special education services provided by the Organization from 2008 through 2018 (Note 10).

#### 3. Property and Equipment:

	2023	2022
Land	\$ 546,400	\$ 546,400
Building and improvements	15,078,130	13,921,738
Leasehold improvements	140,806	140,806
Instructional equipment	1,779,884	1,572,778
Office equipment	408,709	400,377
Maintenance equipment	53,994	47,027
Construction in progress	-	361,766
	 18,007,923	16,990,892
Less accumulated depreciation	5,569,342	4,734,402
	\$ 12,438,581	\$ 12,256,490

#### 4. Short-Term Borrowings:

The Organization has available a \$200,000 bank demand line of credit for working capital with interest payable at prime plus .25%. The line is subject to the usual terms and conditions applied by the bank for working capital financing, secured by essentially all assets of the Organization, and is annually reviewed and renewed. There were no borrowings on the line of credit at June 30, 2023 and 2022.

### 5. Lease Liability:

The Organization leases property under the terms of a noncancelable operating lease.

Accounting Standards Update (ASU) 2016-02, *Leases*, requires for leases longer than one year, a lessee recognize on the balance sheets a right of use asset (ROU), representing the right to use the underlying asset for the lease term, and a lease liability, representing the present value of future lease payments. This ASU was adopted as of July 1, 2022 using the cumulative effect method. As of July 1, 2022, ROU asset and lease liability of \$1,045,060 were recognized; prior year financial statements were not recast under the new method. The standard did not impact the Organization's statement of activities.

The present value of the Organization's lease liability at transition was calculated using an estimated incremental borrowing rate of 6%. In determining the incremental borrowing rate, the Organization considered estimated borrowing data for similar arrangements as of the transition date.

As permitted by guidance, leases with expected durations of less than 12 months from inception (i.e. short-term leases) were excluded from the Organization's calculation of its lease liability and ROU asset.

Additionally, the Organization has a concurrent agreement with an unaffiliated organization to sublease the property at a monthly rate of \$21,449 through July 2026. Rental income under this sublease agreement totaled \$255,596 and \$238,459 for the years ended June 30, 2023 and 2022.

The following is a summary of the Organization's total lease costs:

	 2023	2022
Operating lease cost	\$ 304,450	\$ 303,824

The following is a summary of cash paid in 2023 for amounts included in the measurement of lease liability:

	 2023
Operating cash flows used for operating leases	\$ 304,450

The following is a summary of the Organization's maturity of operating lease liability:

2024	\$ 289,200
2025	289,200
2026	289,200
2027	24,100
Total lease payments	891,700
Less interest	79,470
Total lease liability	\$ 812,230

### 6. Long Term Debt:

		2023	2022
Bank mortgage note payable, monthly installments of \$33,252 including interest at 3.152%, secured by Organization property and equipment, balloon payment of approximately \$4,756,000 due March 2026.	\$	5 405 042	\$ 5,627,452
Bank note payable, monthly installments of \$5,644 including interest at 3.152%, secured by Organization property and equipment, due through March	•		
2026. Equipment loans, varying monthly installments and interest rates, secured by related equipment,		178,674	239,625
due through May 2027.		63,134 5,646,850	89,134 5,956,211
Less unamortized debt issuance costs		22,311	30,677
200 4		5,624,539	5,925,534
Less current portion		308,754	300,628
•	\$	5,315,785	\$ 5,624,906

Debt issuance costs are amortized as interest expense over the remaining term of the debt arrangements. Amortization expense of debt issuance costs for the years ended June 30, 2023 and 2022 was \$8,366.

Aggregate maturities of net long-term debt balances at June 30, 2023 are:

2024	\$ 308,754
2025	307,905
2026	4,997,533
2027	10,347
	\$ 5,624,539

The bank loan agreements contain certain covenants relating to, among other things, the maintenance of levels of debt service coverage and various other restrictions. Management believes it complies with pertinent covenants.

#### 7. Retirement Plans:

The Organization participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer public employee retirement system. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

TRS is administered by the New York State Teachers' Retirement Board and provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained from TRS at www.nystrs.org.

No employee contribution is required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of the Education Law, rates are established annually for TRS by the New York State Teachers' Retirement Board at an actuarially determined rate. The rate is 10.29% of the annual covered payroll for the year ended June 30, 2023, and 9.80% for the year ended June 30, 2022. The Organization's required contributions for the years ended June 30, 2023 and 2022 were \$626,918 and \$588,800.

The Organization also has a contributory defined contribution pension plan covering selected employee groups. The Organization contributes a percentage of non-instructional employees' salaries to the plan, subject to certain limitations. The Organization's pension expenses for the years ended June 30, 2023 and 2022 were \$34,068 and \$43,102.

#### 8. Cash Flows Information:

The 2023 and 2022 statements of cash flows exclude the effect of property and equipment additions included in accounts payable at June 30, 2023 and 2022 totaling \$142,300 and \$331,239.

The 2022 statement of cash flows also excludes property and equipment additions acquired with term financing arrangements of \$63,487.

#### 9. Financial Assets Available for Operating Purposes:

The Organization obtains financial assets generally through enrollment fees, contributions, and rental income. The financial assets are acquired throughout the year to help meet the Organization's cash needs for general expenditures. If necessary, the Organization also has access to a \$200,000 bank demand line of credit (Note 4).

The Organization's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2023 and 2022:

	2023	2022
Cash available for operations	\$ 6,594,616	\$ 6,277,510
Receivables	1,081,026	1,786,739
	\$ 7,675,642	\$ 8,064,249

#### 10. Contingency:

In 2019, an audit by the Office of the New York State Comptroller determined the City School District had provided incorrect special education rates for over a decade. As a result, there is a dispute with the rate used for aid that passes through the City School District to the Organization for special education services.

The City School District recouped approximately \$501,400 in special education aid in the 2019-20 and 2020-21 school years through a reduction in the City School District's payments for enrollment fees earned by the Organization. To recover amounts withheld and pursuant to guidance, the Organization has submitted a State intercept to the New York State Education Department Commissioner and is following all administrative procedures to resolve the matter.

In May 2023, the Organization received payment from the State for the 2019-20 school year recoupment for a total of approximately \$199,000. Management believes the Organization will receive the remaining funds through the State administrative procedure for the 2020-21 school year as well.

# Additional Information Combining Statement of Activities

For the year ended June 30, 2023 (With comparative totals for June 30, 2022)

		EVCS Days Park		EVCS Hertel		Total 2023	Total 2022
Net assets without donor restrictions:		Days Faik		Herter		2023	2022
Support and revenue:							
Enrollment fees:							
Resident students	\$	5,739,596	Ś	5,034,418	Ś	10.774.014	\$ 10,338,424
Resident students with disabilities	*	705,093	Ψ.	608,288	*	1,313,381	1,353,839
Contributions:		7 00,000		555,255		_,0_0,00_	_,
Federal awards		641,804		804,202		1,446,006	1,904,351
State awards and other		15,143		19,723		34,866	117,715
Rental income		127,798		127,798		255,596	238,459
Interest income		19,561		19,561		39,122	4,478
Other income		8,708		22,398		31,106	31,730
Net assets released from restrictions		-		4,500		4,500	44,535
Total support and revenue		7,257,703		6,640,888		13,898,591	14,033,531
Expenses: Program expenses: Regular education Special education Other program Supporting services: Management and general		4,064,704 1,077,772 523,702 1,529,501		3,381,657 954,464 458,800 1,510,133		7,446,361 2,032,236 982,502 3,039,634	7,084,399 1,805,055 1,374,030 2,904,842
Total expenses		7,195,679		6,305,054		13,500,733	13,168,326
Change in net assets without donor restrictions		62,024		335,834		397,858	865,205
Net assets with donor restrictions:							
Net assets released from restrictions		-		(4,500)		(4,500)	(44,535)
Changes in net assets		62,024		331,334		393,358	820,670
Net assets - beginning		10,644,851		1,799,531		12,444,382	11,623,712
Net assets - ending	\$	10,706,875	\$	2,130,865	\$	12,837,740	\$ 12,444,382

## Additional Information Combining Statement of Functional Expenses

For the year ended June 30, 2023 (With comparative totals for June 30, 2022)

					EVCS	Day	s Park			
-			Regular Education		Special Education		Other Programs	Management and General		Total
Administrative personnel	13.5	\$	-	\$	-	\$	-	\$	702,457	\$ 702,457
Instructional personnel	61.9		2,286,465		640,121		-		-	2,926,586
Non-instructional personnel	6.1		-		-		318,793		-	318,793
Total salaries	81.5	\$	2,286,465	\$	640,121	\$	318,793	\$	702,457	\$ 3,947,836
Salaries		\$	2,286,465	\$	640,121	\$	318,793	\$	702,457	\$ 3,947,836
Employee benefits and taxes			645,852		164,969		93,830		277,707	1,182,358
Retirement			226,174		63,447		31,570		69,726	390,917
Professional fees			-		-		-		140,366	140,366
Other purchased and consulting service	es		24,087		95,262		-		-	119,349
Rent expense			55,034		2,113		10,901		84,177	152,225
Repairs and maintenance			83,620		23,058		11,745		27,473	145,896
Insurance			30,005		1,152		5,943		45,892	82,992
Utilities			43,190		12,077		6,025		13,341	74,633
Supplies and materials			80,541		-		-		-	80,541
Staff development			53,890		-		-		-	53,890
Marketing and recruitment			-		-		-		5,650	5,650
Technology			102,344		-		-		-	102,344
Student services			127,763		-		-		-	127,763
Office expense			20,846		4,380		3,261		13,777	42,264
Interest			35,736		1,664		7,007		53,181	97,588
Other expenses			804		-		-		19,454	20,258
			3,816,351		1,008,243		489,075		1,453,201	6,766,870
Depreciation			248,353		69,529		34,627		76,300	428,809
Total		\$	4,064,704	\$	1,077,772	\$	523,702	\$	1,529,501	\$ 7,195,679

		EVO	S H	ertel						
Number								-		
of	Regular	Special		Other	M	anagement			Total	Total
Positions	Education	Education		Programs		nd General	Total	2023		2022
13.5	\$ _	\$ _	\$	-	\$	705,538	\$ 705,538	\$	1,407,995	\$ 1,361,443
57.9	1,902,153	596,845		_		_	2,498,998		5,425,584	5,190,755
6.8	-	-		282,879		-	282,879		601,672	832,188
78.2	\$ 1,902,153	\$ 596,845	\$	282,879	\$	705,538	\$ 3,487,415	\$	7,435,251	\$ 7,384,386
	\$ 1,902,153	\$ 596,845	\$	282,879	\$	705,538	\$ 3,487,415	\$	7,435,251	\$ 7,384,386
	485,819	134,721		75,515		255,957	952,012		2,134,370	2,066,284
	147,650	46,128		21,903		54,388	270,069		660,986	631,902
	-	-		-		140,366	140,366		280,732	240,876
	26,024	59,611		-		-	85,635		204,984	170,231
	55,034	2,113		10,901		84,177	152,225		304,450	303,824
	70,924	21,853		10,620		27,997	131,394		277,290	240,244
	30,005	1,152		5,943		45,892	82,992		165,984	154,894
	51,883	16,263		7,719		19,313	95,178		169,811	167,835
	87,894	-		-		-	87,894		168,435	206,421
	53,622	-		-		-	53,622		107,512	101,491
		-		-		6,167	6,167		11,817	13,604
	79,956	-		-		-	79,956		182,300	220,377
	113,593	-		109		-	113,702		241,465	187,618
	19,897	4,583		3,257		14,368	42,105		84,369	56,166
	35,685	1,689		7,011		53,239	97,624		195,212	204,321
	-	-		-		20,567	20,567		40,825	30,127
	3,160,139	884,958		425,857		1,427,969	5,898,923		12,665,793	12,380,601
	221,518	69,506		32,943		82,164	406,131		834,940	787,725
	\$ 3,381,657	\$ 954,464	\$	458,800	\$	1,510,133	\$ 6,305,054	\$	13,500,733	\$ 13,168,326

# Additional Information Schedule of Expenditures of Federal Awards

For the year ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Assistance Listing Number	Grantor Number	Ex	penditures
U.S. Department of Education				
Passed through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-23-4340/0021-23-5325	\$	276,693
Title I Grants to Local Educational Agencies	84.010	0021-22-4340/0021-22-5325		5,538
Supporting Effective Instruction State Grants	84.367	0147-23-4340/0147-23-5325		36,017
Student Support and Academic Enrichment Program	84.424	0204-23-4340/0204-23-5325		11,319
Student Support and Academic Enrichment Program	84.424	0204-22-4340/0204-22-5325		10,735
Education Stabilization Fund:				
American Rescue Plan Elementary and Secondary School				
Emergency Relief Fund	84.425U	5880-21-4340/5880-21-5325		1,006,225
Total U.S. Department of Education				1,346,527
Federal Communications Commission				
Emergency Connectivity Fund Program	32.009	n/a		99,479
Total Expenditures of Federal Awards			\$	1,446,006

### Notes to Schedule of Expenditures of Federal Awards

#### 1. Summary of Significant Accounting Policies:

#### **Basis of Presentation**

The accompanying schedule of expenditures of federal awards presents the activity of all federal award programs administered by Elmwood Village Charter Schools (the Organization), an entity as defined in Note 1 to the Organization's financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through from other governmental agencies, are included on the schedule of expenditures of federal awards.

### **Basis of Accounting**

The amounts reported as federal expenditures generally were obtained from the appropriate federal financial reports for the applicable programs and periods. The amounts reported in these federal financial reports are prepared from records maintained for each program, which are periodically reconciled with the Organization's financial reporting system. The federal expenditures are recorded on the accrual basis.

#### **Indirect Costs**

The Organization typically does not allocate indirect costs to federal programs and as such, the 10% de minimis indirect cost rate permitted by the Uniform Guidance is not applicable.





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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Trustees
Elmwood Village Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Elmwood Village Charter Schools (the Organization), which comprise the balance sheet as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2023.

### **Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

emsden & McCornick, LLP

October 18, 2023





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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

The Board of Trustees
Elmwood Village Charter Schools

### **Report on Compliance for Each Major Federal Program**

### **Opinion on Each Major Federal Program**

We have audited Elmwood Village Charter Schools' (the Organization) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major federal programs for the year ended June 30, 2023. The Organization's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

#### Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

### Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Organization's federal programs.

### Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and
  perform audit procedures responsive to those risks. Such procedures include examining, on a test basis,
  evidence regarding the Organization's compliance with the compliance requirements referred to above
  and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in
  order to design audit procedures that are appropriate in the circumstances and to test and report on
  internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of
  expressing an opinion on the effectiveness of the Organization's internal control over compliance.
  Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

#### **Report on Internal Control Over Compliance**

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

October 18, 2023

### **Schedule of Findings and Questioned Costs**

For the year ended June 30, 2023

### Section I. Summary of Auditors' Results

### **Financial Statements**

Type of auditors' report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?
 No

Significant deficiency(ies) identified?
 None reported

Noncompliance material to financial statements noted?

### Federal Awards

Internal control over major programs:

Material weakness(es) identified?

No

• Significant deficiency(ies) identified? None reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

No

Identification of major programs:

	Assistance		
	Listing		
Name of Federal Program or Cluster	Number		Amount
Education Stabilization Fund	84.425	Ś	1.006.225

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee?

Section II. Financial Statement Findings

No findings were reported.

Section III. Federal Award Findings and Questioned Costs

No findings were reported.

# Disclosure of Financial Interest by a Current or Former Trustee

	Mini Barnes-Coppola
Na	ame of Charter School Education Corporation:
E	Unwood Village Charter Sexools
	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  Merkher, Chair, Academic Excellence ("Board")
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?  Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.
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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.



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
			×

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

Business Telephone:			
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Business Address:			
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E-mail Address:		_	
Home Telephone:	,		
Home Address:			
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Signature	Date		

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Tr	Trustee Name:		
Na	ame of Charter School Education Corporation:		
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).		
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.		
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.		

**4.** Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

### Yes No

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

**5.** 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.

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**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

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

7. 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 <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

Business Telephone:		
Business Address:		
E-mail Address:		
Home Telephone:		
Home Address:		
Signature	Date	

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Trustee Name:	
Kenneth Gholston	_
Name of Charter School Education Corporation:	
Elmwood Village Charler School	_
1. List all positions held on the education corporation Board of Trustees ("Board" (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).	")
Board Member Committee Member	
Committee Member	
2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?	I
Yes No If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.	
3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?	
Yes No	
If <b>Yes</b> , please describe the nature of your relationship and if the student could benefit from your participation.	
Parent of 2 children currently alterday	
EVES Days Pak	

4.	Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation
	Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.
	*
5.	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 <b>Yes</b> , please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

None None

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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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Business Telephone:	
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Home Address:	
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	6/21/23
Signature	Date

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- Print form, manually sign, scan to PDF

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Tr	rustee Name: Edward Castine
	ame of Charter School Education Corporation:  Elmwood Village Charter School
	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
	Treasurer
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?
	Yes No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No
	If <b>Yes</b> , please describe the nature of your relationship and if the student could benefit from your participation.

4.	Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?  Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.  My daughter attends one of the Schools.
5.	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.

**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

X None

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
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7. 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 <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

✓ 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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	- 6/21/2013
	Date

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Tr	rustee Name:					
Na	ame of Charter School Education Corporation:					
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).					
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.					
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.					

**4.** Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

### Yes No

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

**5.** 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.

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**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

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

7. 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 <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

Business Telephone:		
Business Address:		
E-mail Address:		
Home Telephone:		
Home Address:		
Signature	Date	

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- Print form, manually sign, scan to PDF

Name of Charter School Education Corporation:

Trustee Name:

	EVCS
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes  No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?
	Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.  I am the grand parent of a currently enrolled student. My being on the Board helps to support the assurance that the mission, Vision & goals are continued to be upheld so that he & every EVCS Page 1 of 5 student receives a quality education.

- **4.** Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?
  - If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. 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.

Past Consultant

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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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T	Tosh Pennel
Na	ame of Charter School Education Corporation: Elmwood Village Charter School
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No
	If <b>Yes</b> , please describe the nature of your relationship and if the student could benefit from your participation.  Daughter
	Daughter

4.	Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?  Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.
5.	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.

**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

X	None
V V.	INDITE

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
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7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

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. The personal contact information provided below will be redacted.

Business Telephone:	
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Business Address:	
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E-mail Address:	
Home Telephone:	_
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Home Address:	
	6/21/23
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Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

# Disclosure of Financial Interest by a Current or Former Trustee

	rustee Name: acob A. Piorkowski		
	Name of Charter School Education Corporation:  Elmwood Village Chater School		
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.). Parent Representative		
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.		
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.		
	Yes. My daughter Eviania Piorkowski, is currently in 4th grade at the school, and my daughter, Mila Piorkowski, will be starting Kindergarten for the 2023-2024 school year. I do not believe that either of them receive a direct		

benefit from my involvement with the Board of Trustees. Any benefit derived

by them would be a benefit to the school as a whole.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

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

**5.** 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 V No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check None.

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
			you

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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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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. The personal contact information provided below will be redacted.

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Business Address:		
E-mail Address:		
Home Telephone:		
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Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

# Disclosure of Financial Interest by a Current or Former Trustee

Tr	ustee Name:
	Pamela Pollock
Na	ame of Charter School Education Corporation:
_	Elmwood Village Charter School
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
	Board Secretary member Academic Excellence Committee member Asst. Principal Search Committee
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?
	Yes No If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.  Mother of America Director of Curriculum and Instruction
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No If Yes, please describe the nature of your relationship and if the

4.	Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?
	Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.
	Parent of "Director of Curriculum + Instruction"
5.	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?
	If <b>Yes</b> , please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.



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
repeated	5	Refrain from  aliscussion  and/or  voting on  matters  influencing  individuals  salary,  promotion,  or continued  employment;	Anne Wechsler (daughter)

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check None.

b	Organization conducting usiness with he 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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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. The personal contact information provided below will be redacted.

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E-mail Address:	,
Home Telephone:	
nome relephone.	
Home Address:	
	6-14-23
Signature	Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

# Disclosure of Financial Interest by a Current or Former Trustee

Tr	Trustee Name:  Name of Charter School Education Corporation:		
Na			
1.	List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).		
2.	Are you related, by blood or marriage, to any person employed by the school and/or education corporation?  Yes No  If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.		
3.	Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No  If Yes, please describe the nature of your relationship and if the student could benefit from your participation.		

**4.** Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

### Yes No

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

**5.** 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.

\_

**6.** Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

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

7. 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 <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

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. The personal contact information provided below will be redacted.

Signature	Date	
Home Address:		
		-
Home Telephone:		
		-
E-mail Address:		
Business Address:		
		-
Business relepnone:		

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

# Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Anna Sotelo-Peryea
Name of Charter School Education Corporation:
Elmwood Village Charter School
1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  Rarent representative - Hertel.
<ul> <li>2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?</li> <li>Yes No</li> <li>If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.</li> </ul>
3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?  Yes No If Yes, please describe the nature of your relationship and if the student could benefit from your participation.  I have two children in the school. They would hapefully benefit in equal measure with othe children in the school from my perficipation.

4.	Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?  Yes No If Yes, please describe the nature of your relationship and if this person could benefit from your participation.
5.	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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check None.

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

7. 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 <a href="mailto:and-in-which such entity">and-in which such entity</a>, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

## |X| None

I101				
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

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. The personal contact information provided below will be redacted.

Business Telephone:	
Business Address:	
E-mail Address:	
Home Telephone:	
Home Address:	
	İ
	6/21/2021
Signature	Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

JULY 2023  S M T W Th F S  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	JANUARY S M T W  1 2 3 7 8 9 10	Th 4	F S 5 6 12 13	ELMW(	DOD VILLAGE FER SCHOOLS	2023-2	2024 Calendar
16 17 18 19 20 21 22	14 15 16 17		19 20	O' I'AICT	LI 00110020		
23 24 25 26 27 28 29	21 22 23 24		26 27		Number of Inst	ructional	Dove
30 31	28 29 30 31	23	20 27		LEGI		Days.
AUGUST 2023	FEBRUAR	v 202	1		Schools Closed	LIND	End of Trimester
S M T W Th F S	S M T W		F S		Early Dismissal (12:30 PM)		
1 2 3 4 5	3 101 1 00	1	2 3				Teacher Workdays
	4 5 6 7		9 10		First Day of School		School Event
		8 1 F			Faculty Meetings		NYS Assessments
	11 12 13 14 18 19 20 21		16 17 23 24	Luka	IMPORTA	NI DAIES	
20 21 22 23 24 25 26	18 <mark>19 20 21</mark> 25 26 27 28		<b>23</b> 24	July			
27 28 29 30 31		_		4	Independence Day		
SEPTEMBER 2023	MARCH			August		February	
S M T W Th F S	S M T W	IN	F S	21-25	New Staff Professional Dev		Presidents' Day
1 2	2 4 5 6	_	1 2	28-1	Professional Development	20-23	Midwinter Break
3 4 5 6 7 8 9	3 4 5 6	7	8 9	31	Open House		
10 11 12 13 14 15 16	10 11 12 13	_	15 16	Septemb		March	
17 18 19 20 21 22 23	17 18 19 20		22 23	4	Labor Day	1	Early Dismissal - 12:30 PM
24 25 26 27 28 29 30		28	29 30	5	First Day of School		Professional Development
0.070.070.000	31	0001		14	Meet the Teacher Night	14	End of Trimester 2
OCTOBER 2023	APRIL 2			15	Early Dismissal - 12:30 PM	15	Early Dismissal - 12:30pm
S M T W Th F S	S M T W		F S		Professional Development		Recording Day
1 2 3 4 5 6 7	1 2 3	4	5 6	October			
8 9 10 11 12 13 14	7 8 9 10		12 13	9	Indigenous Peoples' Day	April	
15 16 17 18 <mark>19</mark> 20 21	14 15 16 17		19 20	19	Early Dismissal - 12:30 PM	1-8	Spring Break
22 <mark>23</mark> 24 25 26 27 28		25	26 27		P/T Conferences	24-25	NYS ELA Assessments (Grs. 3
9 30 31	28 29 <b>30</b>			Novemb	er	30	NYS Math Assessments (Grs
NOVEMBER 2023	MAY 2			10	Veterans Day	May	
S M T W Th F S	S M T W		F S	22	Early Dismissal - 12:30 PM	1	NYS Math Assessments (Grs
1 2 3 4	1	2	3 4	23-24	Thanksgiving Break	16	Early Dismissal - 12:30 PM
5 6 7 8 9 10 11	5 6 7 8		10 11	30	End of Trimester 1		P/T Conferences
12 <mark>13</mark> 14 15 16 17 18	12 13 14 15		17 18	Decembe	er	27	Memorial Day
19 20 21 <mark>22 <mark>23 24</mark> 25</mark>	19 <mark>20</mark> 21 22			1	Early Dismissal - 12:30 PM	June	
26 27 28 29 <mark>30</mark>	26 <mark>27</mark> 28 29		31		Recording Day	3	NYS Science Assessment (Gr
DECEMBER 2023	JUNE 2	2024		25-31	Winter Break	14	End of Trimester 3
S M T W Th F S	S M T W	Th	F S	January		18	Kindergarten Graduation (te
1 2			1	1	New Year's Day Holiday	19	Juneteenth
3 4 5 6 7 8 9	2 3 4 5	6_	7 8	2	Return to School	20	8th Grade Graduation (tenta
10 11 12 13 14 15 16	9 10 11 12	13	<b>14</b> 15	11	Early Dismissal - 12:30 PM	21	Last Day of School
	16 17 18 19	20	<mark>21</mark> 22		Professional Development		Early Dismissal - 12:30 PM
17 18 19 20 21 22 23	10 1/ 10 19						
17 18 19 20 21 22 23 24 <mark>25 26 27 28 29</mark> 30	23 24 25 26		<mark>28</mark> 29	15	Martin Luther King Jr. Day	24	Recording Day
			<mark>28</mark> 29	15 25	Martin Luther King Jr. Day Early Dismissal - 12:30 PM		Recording Day Teacher Workdays

Month	Instructional Days
Sept	19
Oct	21
Nov	19
Dec	16
Jan	21
Feb	16
Mar	21
Apr	16
May	22
Jun	14
	185

August 15-18 - Classroom Set Up Required for New Staff Optional for Returning Staff August 21 - New staff PD August 28 - Returning staff PD

**Updated DECEMBER 2020** 

# The University of the State of New York THE STATE EDUCATION DEPARTMENT

Office of Facilities Planning - Room 1060 Education Building Annex Albany, New York 12234

### PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT

### (THIS REPORT IS TO BE SUBMITTED ELECTRONICALLY - DO NOT MAIL THIS REPORT)

All buildings which are owned, operated, or leased by public school districts, Boards of Cooperative Educational Services (BOCES), and nonpublic schools must be inspected annually for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

BEDS CODE #					
140600861105					
District/School Name					
ELMWOODVILLAGE CS					
Facility/Building Name					
HERTEL					
Street Address (NO PO Box Numbers)					
6 6 5 HERTEL AVE					
City/Town/Village Zip Code					
B U F F A L O 1 4 2 0 7					
INSTRUCTIONS					

### **INSTRUCTIONS**

- Read the "Manual for Public School Facility Fire and Building Safety Inspections" prior to inspecting the facility and complete a separate report for each facility.
- Part I: General Information. School officials must complete this section annually.
- Part II: This section to be completed by the inspector and non-conformances recorded on page 4, Fire Safety Non-Conformance Reporting Sheet.
- Part II-A Regulations of the Commissioner 155.7: This section must be completed for student occupied buildings only. (Questions 1-7, Nonconformance Reporting Sheet) Do not complete this section for school buildings located in the cities of Buffalo, Syracuse, Rochester, and Yonkers.
- Part II-B Regulations of the Commissioner 155.25: This part to be completed for all buildings with electrically operated partitions. (Question 8, Non-Conformance Reporting Sheet) 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State. This part to be completed for all buildings. (Questions 9-26, Non-Conformance Reporting Sheet).
- Part III Certifications. To be completed by persons as indicated.
- A copy of this form must be kept on file at the school for three years and must be available for public review.
- Posting of Certificate of Occupancy: Any temporary, qualified, or annual Certificate of Occupancy must be
  posted in public view in a prominent location within this facility.

### Part I: General Information and Fire/Life Safety History

Note: Please insert the date the actual inspection took place. The Inspection Date cannot be earlier than 45 days before the Due Date.

**Inspection Date** 

1. Please indicate the primary use of this facility:
INSTRUCTIONAL
○ ADMINISTRATIVE
○ BUS MAINTENANCE
BUS STORAGE ONLY
LEASED FACILITY OFF SCHOOL GROUNDS
○ MAINTENANCE
O OTHER
Please Specify:
O PUBLIC LIBRARY
○ STORAGE
○ VACANT
2. Is there a fire sprinkler system in this facility? YES NO
If 'yes', is the sprinkler alarm connected with the building alarm? YES NO
3. Is there a fire hydrant system for facility protection?  YES  NO
If 'yes', indicate ownership of system (select one):
Public owned
School owned
Other
Please Specify:

4. Indicate the ownership of this facility
○ Leased
Owned
a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:
Name *
Address *
Address "
Telephone # *
5. Does the District lease the building or spaces within the building to others? YES NO
a. If yes, indicate the tenant(s):
Name *
Address *
Telephone # *
6. What is the current gross square footage of this facility?
nearest whole ten feet: 63, 169
1

7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-

conformances for Items #25A-1 through #26A-3

8. FIRE AND EMER		n, complet	te (a) - (g); otherwise go	to question 9.	
a. Per Section	1 807, paragraph 2	2 of the Sta	te Education Law entitle	ed Fire and Emergency Drill	
•		_	ance to teaching staff?	Section 807 of Education Lav	₩ YES O N
	and June 30 of th			section boy of Education Ear	Ø YES ○ N
FIRE & EMER	GENCY DRILLS				
			ween September 1, and e evacuation drills Fou	December 31 r (4) drills are required to be	lockdown drills
			Date	Evacuation	Lockdown
	1		9/16/21	×	<b>③</b>
	2		9/21/21	×	Ü
	3		10/1/21	O	×
	4		10/15/21	X	0
	5		10/22/21	×	<u></u>
	6		10/28/21	X	Ö
	7		11/17/21	<b>*</b>	R
	8		12/8/21	° (⊜ °	×
	9		3/22/22	×	0
	10		3/22/22 4/21/22	R	9
	11		5/20/22	•	<b>Q</b>

C.	•	the required number of fire and emergency drills were not held during this reporting cycle, please scribe the reason:						

X

 $\bigcirc$ 

5/26/22

12

8d. Average time to eva	cuate facility was:	2 minutes	49 seconds			
9/1/05) which requires	ention instruction was provi every school in New York St prevention, and life safety f	tate to provide a n	ninimum of 45 min			arson,
	ention, evacuation, and fire ion F406 of the NYS Fire Co		ns provided, and re	cords maintain	ed, in	NO
9. If the fire alarm syste	em was activated, was the fi	ire department im	mediately notified	? 😿 YES	0	NO
10. Have there been an	y fires in this facility since tl	he last annual fire	inspection report?	YES		NO
a. If 'yes', indicate:	Number of fires	Number of injurie	s 1	otal cost of pro	perty da	amage

### Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District	Building Name
Facility #	

Part II-A (to be completed for public schools only – except "Big 4")			Part II-B			4	Part II-B				Part II-B						
Item #	Non- Conformance	Date Corrected	Date Reinspected		Item #	Non- Conformance	Date Corrected	Date Reinspected	III2 WILL	Item #	Non- Conformance	Date Corrected	Date Reinspected	Item #	Non- Conformance	Date Corrected	Date Reinspected
01A-2					08A-2				1	13A-2				19E-1			
01B-1					08B-2					13B-2				19F-1			
01C-1				11	08C-2				114					19G-1			
01D-1					08D-2					14A-2				19H-2			
01E-1					08E-2					14B-2							
				,	09A-2					14C-2				20A-1			
02A-2					09B-2					14D-1				20B-1			
02B-1					09C-1					14E-1				20C-1			
02C-3					09D-1					15A-2				21A-3			
02D-1				7	09F-2				100	15B-1			- 0	22A-3			
02E-2					09G-2					15C-2				22B-3			ı.
02F-3					10A-2	×				15D-2				22C-3			
02G-2					10B-2					15E-1				23A-1			
					10C-1					16A-2				23B-1			
03A-3					10D-1					16B-2				23C-1			
03B-1										16C-2				23D-2			
					11A-2					16D-2				24A-3			
04A-2					11B-1					17A-3				25A-1			
04B-2					11C-2					17B-2				25B-1			
04C-1					11D-2					17C-2				25C-1			
					11E-1					17D-2							
05A-3										17E-1				26A-3			
05B-2					12A-1					17F-3						dditional	
05C-2					12B-3					17G-1					non-conf		
					12C-2					17H-2					observe		
06A-1					12D-2					171-2				26A-3	and list t		section
06B-1					12E-1					17J-1					De	low.	
06C-1					12F-1					17K-1							
06D-2					12G-1					17L-1				1			
06E-3					12H-1					18A-2				-	Inen	ector	
06F-1					121-1					18B-2				Th	Inspector The inspector has been		
06G-1					12J-1					18C-2					ided with		
06H-2					12K-1					18D-2							
					12L-1					19A-3				previous year's school fi safety report:			
07A-3					12M-1					19B-2							
07B-2					12N-1					19C-1				Ye	s	No	
07C-2					120-2					19D-1			rated foldi	13.20.			

	All schools complete Section 8 only if the building	ng has electrically-operated folding partitions.	
Initial Inspection:	Soules No.	1800-	
Fire Safety Inspector:	Name M ARSIN SPATES	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	
	Date 2 9 / 2023	Registry # 10 20 - 0 340	(26E-4)
Final Inspection (if require	red):		
Fire Safety Inspector:	Name MARDIN SPATES	2010	
, ,	Date 2/24/2023 `	Registry # 1020 - 0390	(26F-4)

### **Part III: Public School Certifications**

Section III-A. Fire Inspector								
to the best of their knowledge and belief, an accura observed. The individual that performed this insperpursuant to Title 19 Part 1208	and the information in this Fire Safety Report represents, ate description of the building and conditions they ction has maintained their certification requirements							
Name: MARVIN Spates	Telephone #: (716) 951-5707 ext 0757							
Title: heutenent	Certification # 1020 - 0340							
Email: mlspates bfdny.oeg	(as designated by the NYS Department of State)							
Section III-B. Building Administrator or Design	100							
Please provide the name and contact informatinspection (whomever accompanied the inspearable any records and/or required docume								
	The individual identified below certifies that this building inspection was conducted on this date  and can confirm the specific locations of any non-conformances  (provide inspection date) identified within this report							
Name: Liz Fisher	Telephone #: (716) 424-0555							
Name: <u>Liz Fisher</u> Title: <u>Principal</u>	Email: éLishereelmwoodvillageschool.org							
	Signature							
Section III-C. School Superintendent								
I hereby submit this fire inspection report on behalf	of the Board of Education and certify that:							
<ol> <li>Public notice of report availability has been public.</li> <li>Any nonconformances noted as corrected on the Sheet portion of this report were corrected on the Violations which are not corrected immediately supproved by the Commissioner.</li> </ol>	e Public School Fire Safety Non-Conformance Report le date indicated, and that							
Name:	Telephone #: ()							
Title:								
Email:	Signature							



## CERTIFICATE OF OCCUPANCY

### **VALID FOR FACILITY:**

ELMWOOD VILLAGE CHARTER SCHOOL #2 665 HERTEL AVENUE BUFFALO, NEW YORK 14201

Building ID: 140600870001

#### DISTRICT:

ELMWOOD VILLAGE CS HERTEL JOSEPH CIESIELSKI 665 HERTEL AVE BUFFALO, NEW YORK 14207

**Issuance Date:** February 28, 2023

Effective Date: March 01, 2023

Expiration Date: March 01, 2024

**OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE** 

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED