

Application: Brooklyn Excelsior Charter School

Jessie Montoya - jmontoya@nhaschools.com
2022-2023 Annual Report

Summary

ID: 0000000146

Last submitted: Nov 1 2023 02:22 PM (EDT)

Labels: SUNY Trustees

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 [Annual Report Portal](#). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 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) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BROOKLYN EXCELSIOR CHARTER SCHOOL 800000056456

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

CSD #16 - BROOKLYN

e. Date of Approved Initial Charter

Feb 1 2001

f. Date School First Opened for Instruction

Sep 1 2001

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

n/a

h. School Website Address

<https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en>

i. Total Approved Charter Enrollment for 2022-2023 School Year

742

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

621

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
8

I. Charter Management Organization

Do you have a [Charter Management Organization?](#)

Yes

I1. Charter Management Organization Name

National Heritage Academies

I2. Charter Management Organization Email Address

info@nhaschools.com

I3. Charter Management Organization Email Phone Number

877-223-6402

FACILITIES INFORMATION

m. FACILITIES

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

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

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for 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	856 Quincy Avenue, Brooklyn, NY 11221	718-246-5681	NYC CSD 16	K-8	K-8	no

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Sally Girouard	Principal	718-246-5681	██████████	47.sgirouard@nhaschools.com
Operational Leader	Tom Brennan	Director of Facilities	616-464-3549	██████████	TBRENNAN@nhaschools.com
Compliance Contact	Julie Meller	Legal and Compliance Coordinator	616-954-3081	██████████	jmeller@nhaschools.com
Complaint Contact	Julie Meller	Legal and Compliance Coordinator	616-954-3081	██████████	jmeller@nhaschools.com
DASA Coordinator	Sally Girouard	Principal	718-246-5681	██████████	47.sgirouard@nhaschools.com
Phone Contact for After Hours Emergencies	Sally Girouard	Principal	718-246-5681	██████████	47.sgirouard@nhaschools.com

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)

[2006-01-25 Brooklyn Excelsior CO.pdf](#)

Filename: 2006-01-25 Brooklyn Excelsior CO.pdf **Size:** 101.7 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[Brooklyn Excelsior Inspection.pdf](#)

Filename: Brooklyn Excelsior Inspection.pdf **Size:** 353.1 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	Jessica Lautner
Position	Board Relations Coordinator
Phone/Extension	616-464-8055
Email	jlautner@nhaschools.com

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

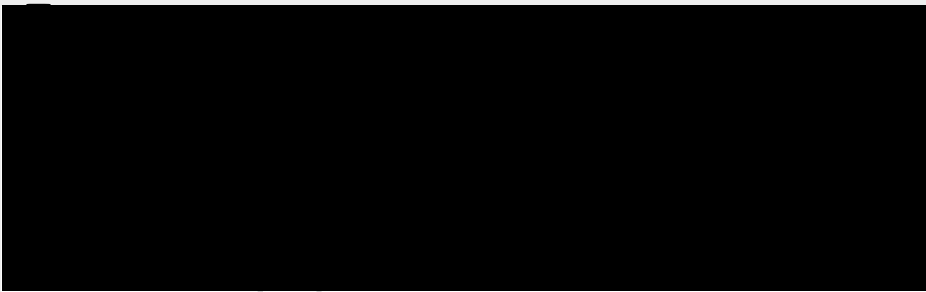
As outlined in ENTRY 10:

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 [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click YES to agree.

Responses Selected:

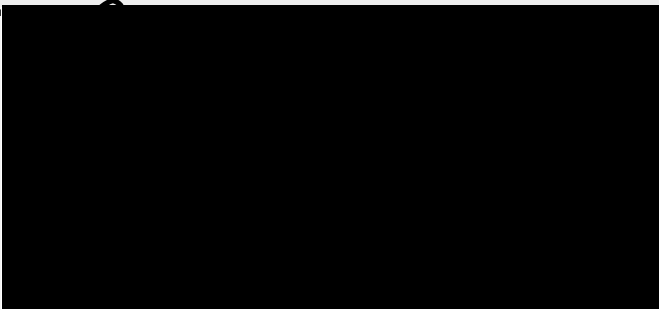
Yes

Signature, Head of Charter School



U

Signature, President of the Board of Trustees



[]

Date

Aug 1 2023



Thank you.

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 [Emergency Response 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., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Brooklyn Excelsior Charter School

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 **link** 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://app.sharebase.com/#/document/762001/share/239-j5eQIDD-Ky8WbV5Mrwyf2Wsat40
2. Board meeting notices, agendas and documents	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/board-documents
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000081568&year=2022&createreport=1&StateStatus=1&section_1003=1&EMCore=1&EMWeighted=1&EMelp=1&EMchronic=1&EMpart=1&HSCore=1&HSWeighted=1&HSgradrate=1&HSelf=1&HSchronic=1&HSpart=1
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/getmedia/dcf2077-c0c3-447a-a628-04b2270f25cd/Brooklyn-Excelsior-(NY)-Final-2023-24.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/School-Operations
6. Authorizer-approved FOIL Policy	https://app.sharebase.com/#/folder/1038/share/239-9ZXMhq4FTiVGKuGFNWRv4sfVFA
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://app.sharebase.com/#/folder/1038/share/239-9ZXMhq4FTiVGKuGFNWRv4sfVFA

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

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Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed - Nov 1 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 [Accountability Plan Progress Report](#). 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.

Brooklyn Excelsior 2022-23 APPR - Final

Filename: Brooklyn_Excelsior_2022-23_APPR_-_Final.pdf Size: 434.9 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the 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.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) 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.

Brooklyn Excelsior Charter School - FS 6

Filename: Brooklyn_Excelsior_Charter_School__7fQAWxw.pdf Size: 1.5 MB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) 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.

2022-23-Audited-Financial-Statement-Template SUNY - Brooklyn Excelsior

Filename: 2022-23-Audited-Financial-Stateme_tpVVG1C.xlsx Size: 179.6 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

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

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
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3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) 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.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) 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.

[2023-24-Budget-and-Quarterly-Report- Brooklyn Excelsior](#)

Filename: 2023-24-Budget-and-Quarterly-Repo_Zk1CWQL.xlsx Size: 543.6 kB

[2023-24 SUNY Budget Narrative Questionnaire - Brooklyn Excelsior](#)

Filename: 2023-24_SUNY_Budget_Narrative_Ques_Lcv5OeD.pdf Size: 35.6 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 [Disclosure of Financial Interest Form](#) 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.

[BECS COI](#)

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 Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Lucy Perrin	[REDACTED]	Chair	N/A	Yes	3	07/1/2022	06/30/2025	8
2	Andra Wilson	[REDACTED]	Vice Chair	N/A	Yes	3	4/14/2021	6/30/2024	6
3	Jennifer Wilkins	[REDACTED]	Treasurer	N/A	Yes	3	4/14/2021	6/30/2024	7
4	Carol Schulhof	[REDACTED]	Secretary	Student Curriculum, Performance & Assessment	Yes	8	07/01/2022	06/30/2025	5 or less
5	Sandy Dorsey	[REDACTED]	Trustee/Member	N/A	Yes	1	7/1/2023	06/30/2025	5 or less
6									
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	5
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2022-2023

8

4. Number of Board meetings scheduled for 2023-2024

11

Total number of Voting Members on June 30, 2023:

5

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

1

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

2

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

7

Thank you.

Entry 8 Board Meeting Minutes

Completed - Jul 28 2023 - Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

[Brooklyn Excelsior 2023-2024 Board Calendar Approved](#)

Filename: Brooklyn_Excelsior_2023-2024_Board_pFw3a1O.pdf Size: 176.5 kB

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

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including students who are eligible to participate in the free or reduced-price lunch program (FRL). We have taken significant steps to increase our enrollment and retention efforts for all students, and specifically for students who are eligible for the FRL program and students with disabilities. We conduct monthly meetings with our recruitment specialist to analyze enrollment, attrition, and erosion data.</p> <p>The school had a full-time Admissions Representative who was tasked with building relationships with support organizations to gain familiarity with the services they provide. The school can also provide assistance with resources to reduce barriers for attendance (i.e., uniforms and school supplies). The Admissions Representative collaborated with, and received support from, a team of admissions and marketing professionals at NHA's Service Center. Together they provided a multi-departmental approach to recruitment and on-boarding new students that included traditional and digital advertising, social media, lead management, recruitment events, and comprehensive communications outreach to new families.</p>	<p>In addition to continuing the efforts listed, the school is working to implement new recruitment efforts for the upcoming school year. As we return to pre-pandemic norms, we plan to expand our community outreach and our efforts to meet with parents in the community. We also will continue to have opportunities for parents to meet school leaders and teachers in person. However, because online meetings implemented during the pandemic improved families' access to information about BECS, we plan to continue to offer informational sessions online and add to our library of informational videos available on our YouTube channel. The school will reach out to neighborhoods served by BECS' DOE transportation to inform parents of available options. Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students. We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these</p>

Digital marketing included Facebook, Great Schools, and Google AdWords. Though in-person engagement returned to pre-pandemic conditions, the school continued to offer some virtual outreach through digital meetings and recorded demonstrations. The school also provided regular opportunities for parents to meet with school leadership and teachers to see the school including open houses, tours, meetings, and activities. The school held regular open house days weekly to provide all interested families an opportunity to visit the school and learn of the programs available. These were promoted throughout the community and a link to schedule tours is posted on the school's website.

Additional Recruitment Efforts included:

- We sent frequent mailers to families with meeting invitations and school information.
- We canvass the neighborhood with information on the school by reaching out to, for example, food pantries, local businesses, community parks, and laundromats.
- We provide regular opportunities (weekly open houses, weekly tours, meetings, activities) for parents to meet school leadership and teachers and see the school.
- We meet with parents in the community to provide information on our services.
- We have worked on outreach with a variety of partners, including Head Starts.
- We have provided an online tour

children know that the school is dedicated to serving their children's needs.

scheduling program to provide greater convenience to visit the school.

- The principal and deans hosted an information meeting for potential families. During the meeting, the principal and dean provided tours and held a Q &A.
- The admissions representative and deans held information meetings and Q&A sessions for families that had recently submitted applications.
- We did seasonal mailings, such as “Grow with Us” postcards, “Seasons Greetings” postcards, and “Apply Now” postcards.
- We participated in area festivals including Juneteenth and Back to School events.
- We hosted information tables at area businesses such as daycares and laundromats.
- A community resource fair was held at the school to provide easy access for families to explore a variety of resources available to them.
- Our Admissions Representative worked with local resources to secure scholarship opportunities for students moving from our 8th grade to high school.
- We visited various community partners, such as pre-schools, daycare centers, other schools, and local businesses.
- We held a variety of community events, including a barbecue, popsicles in the community, bake sales, and a Juneteenth event.
- Free kindercamp is offered in the summer to prepare incoming kindergarten students for the new school year.
- We held on-site events, including:
 - o Grow with Us.
 - o Coffee with the Principal.

	<p>o Ice cream socials.</p> <p>o Paperwork parties</p> <p>All special population students (FRL, EL, and SWD) were made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicated that the school offered a free and appropriate education (FAPE) to all students in the Least Restrictive Environment.</p> <p>We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.</p>	
<p>English Language Learners</p>	<p>Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including English Language Learners (ELL). The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's ELL community.</p> <p>We have hired a full-time ESL teacher who is providing support to our ELLs scholars. School staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English learners. Staff is also participating in ongoing coaching provided by an EL Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to English Learners. We have</p>	<p>In addition to continuing the efforts listed above, the school is working to implement new recruitment efforts for the upcoming school year. As we return to pre-pandemic norms, we plan to expand our community outreach and our efforts to meet with parents in the community. We also will continue to have opportunities for parents to meet school leaders and teachers in person. However, because online meetings implemented during the pandemic improved families' access to information about BECS, we plan to continue to offer informational sessions online and add to our library of informational videos available on our YouTube channel. The marketing plan will include additional outreach and activities to/with community partners who serve ELL families, as well as additional marketing materials made available in multiple languages. The plan will also include offering space in our schools for organizations to bring services to families in the</p>

purchased additional ELLs materials, tech resources, and programs that cater to our ELLs population. Teachers will continue to receive training on programs such as Goalbook Pathways, which provide ELL resources that support standards-based instruction. We have increased the number of staff members who can provide translation services and have trained our non-bilingual staff members on how to utilize translation services.

Fliers were distributed in Bengali, English, Fulani, Haitian Creole, and Spanish to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend the Enrollment Information Meeting. Multiple Enrollment Information Meetings were hosted for all parents interested in the school to provide information regarding the EL program and its ability to meet the needs of EL students. Student applications were also provided in several languages including Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu.

The school also developed effective relationships with civic organizations, Head Starts, and CAOs to provide resources for the families it serves. We have developed partnerships with various community organizations and faith-based groups that focus on assisting immigrant and refugees. Examples include the Arab American Family

neighborhood and inviting leaders from the community to school events and meetings. The school will also be offering more and regular community resource fairs to our families and the neighborhood.

Our new school communications tool also includes language options so that parents may select their preferred language and communications will automatically be translated.

Our school leadership team, with the support of our admissions representative, shoulders responsibility for carefully tracking student enrollment numbers to ensure the ongoing efficacy of our recruitment, enrollment, and retention of special-needs students. We will continue to monitor the efficacy of our recruitment and retention efforts by carefully tracking these numbers. Using NHA's robust data warehouse, we collect detailed information on trends in at-risk student populations. We adjust the marketing strategy as needed to ensure that parents of these children know that Brooklyn Excelsior is dedicated to serving their children's needs. The school and its support team is developing systems to help families who don't speak English navigate the enrollment and onboarding process more smoothly.

Support Center, CAMBA, Core Services, Family Services Network of New York, Broadway Islamic and Masjid Center, Coalition for Hispanic Family Services, Dekalb Traditional housing program, and The Family Center.

Advertisements and notifications have been placed in La Voz Hispana, Haiti Observateur, Pakistan Post, World Journal, and Weekly Bangalee. These advertisements specifically mentioned that the school provides services to students for whom English is their second language. Marketing materials that describe general school information and EL & Special Education programs were made available in English and Spanish, and other languages as requested. An online tour scheduling system was made available, and parents were able to request translation services. We have also begun to work with current families to obtain referrals and have them share school information within their communities.

Students with Disabilities

Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including Students with Disabilities (SWD). The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's SWD community. All of our recruitment efforts continue to be open to all of the community and to any children with special needs.

Brochures that describe our special

The schools' admissions representative will continue to build relationships with support organizations to gain familiarity with the services they provide. This will help us recommend their support services to the families of accepted or interested students. It will also familiarize these organizations with our school and special education program so that they can recommend our school to the families they serve. We know that most families hear about our school by word-of-mouth, and we believe that a relationship with these

education programming have been distributed throughout the community. We have targeted daycare centers (Grand Settlement Day Care Center, Bushwick Day Care Centers, and Adaptive Solutions Day Care center), grocery stores, community centers, and churches to invite families to attend Enrollment Information Meetings. Enrollment applications were also distributed at local events.

To reach the families of special needs students, we utilize many networks that already exist in the community. Examples include the Bedford Stuyvesant Early Childhood Development Center, Adaptive Solutions Multi Service School, Amerihealth Group, and Resources for Children with Special Needs. We participate in community events designed to reach students with disabilities, such as the YMCA's Healthy Kids Day and the New York Charter School Fair. We partner with local organizations that serve special needs families, such as Adaptive Solutions Multi Service Schools, Amerihealth Group, Resource for Children with Special Needs, New York Child Resource Center, and Betances Health Center.

Advertisements on Facebook informed people that the school offered services for special needs families. School enrollment information and admissions materials specific to Special Education programs were provided in various languages. We enlist the help of current families to reach out to new families with students that

organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

have disabilities. Our special education team holds meetings that provide families with information on school programs offered to our special education population.

All special population students (FRL, ELL, and SWD) are made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicate that we offer a free and appropriate education (FAPE) to all our students in the least restrictive environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its purview and has made materials and applications to the school available for distribution to interested parents. We invite parents to meet with the school's special education team and the CSE to develop an individual education plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>We have a school climate and culture that focuses purposefully on caring for each student as a family care for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.</p> <p>To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:</p> <ul style="list-style-type: none"> • Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information on school-wide performance, initiatives, and programs is included in the newsletter. • Online resources: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet 	<p>The school will promote a free shuttle between Queens and Brooklyn Excelsior to provide expanded options for parents in the St. Albans surrounding community. We will continue to charter students from our sister school, as well as continue our efforts to retain families by way of wellness checks and attrition outreach calls to gauge parent satisfaction and conduct one on one conversations to discuss the benefits of remaining with BECS. Greater outreach to local daycares will take place, as well as increased face-to-face meetings with local daycares will be implemented to increase K enrollment. BECS will also increase afterschool program availability for students. Partnering with Good Shepherd or the YMCA are goals for the purpose of establishing year-round after-school options for parents.</p> <p>BECS has increased funding to support our homeless population and reserved additional funding to increase the number of Title 1 parent involvement events offered at BECS. Additional funds have been set aside to provide aid to our homeless population, including backpacks, uniforms, and school supplies.</p> <p>BECS has added an additional School Social Worker position, and an additional Counseling position, both positions play a large part in</p>

available at the school.

- Classroom communication:

Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share bi-weekly progress reports by letter, online communication via the school's gradebook system, phone calls, texts, and/or in-person meetings. These communications focus on each student's academic progress and performance.

- Conferences: Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.

- Homelessness Aid: The school can also aid with resources to reduce barriers for attendance (i.e., uniforms). Uniforms and backpacks are provided to students experiencing homelessness. Funds are set aside to incentivize parent involvement.

We conduct monthly meetings with our recruitment specialist to analyze enrollment, attrition, and erosion data. We use a tool to identify families that were at risk of leaving the school. We use the list produced

the support of our parent population.

BECS will utilize social media and digital platforms to promote the additional and outside services and supports that are provided that support our FRL population, such as Smiles NY, a program that provides free dental care, Eyes on Education, a program that provides scholars with free eye exams and glasses, doctor visits, on-site COVID testing, etc.

BECS started a full-time after-school care program in response to parent satisfaction survey feedback and gauged interest and need. The program is free of charge, and all are welcome to attend. Snacks are provided.

	<p>by this tool to do outreach to families at risk of leaving. During these calls, we discuss the family's satisfaction with the school and whether the family will be returning to the school or not. If parents are not sure if they will be returning, we ask them what we can do better to solidify their decision to stay. If parents are unsatisfied with the school, we try to work through the issues that are causing them to want to leave the school.</p>	
<p>English Language Learners</p>	<p>We have a school climate and culture that focuses purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain Multilingual Learner (ML) students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.</p> <p>To help retain accepted students, and to comply with federal requirements to identify potential ML students, the school has asked families of ML students to complete a home language questionnaire. Information from this questionnaire ensures that each child for whom English is a second language is provided the services he or she needs to succeed in school.</p> <p>School staff receive professional development to ensure teachers have the tools to better meet the needs of their Multilingual Learners.</p>	<p>In addition to continuing to build upon the current practices of the school, the school plans to implement the following for the 2023-2024 school year:</p> <ul style="list-style-type: none"> • Teaching staff have access to a monthly professional learning series led by the ML Specialist Team to build on best practices of teaching ML students. • The school will be launching Parent Square to help with translating school announcements and messages into parents' home language(s). This will continue to support our effort to better serve Multilingual Learners and their families. <p>An additional part-time ELL teaching position has been approved. BECS will also offer after-school tutoring support for our ELL population.</p> <p>BECS will utilize a digital learning program called Lexia which provides students with English Language Learner support and instruction, accessible to all scholars on their Chromebook devices. The ELL teacher utilizes this program to track</p>

	<p>Staff also participate in ongoing coaching provided by a dedicated ML Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to Multilingual Learners.</p> <p>To ensure families receive communication in a language they can understand, the school is utilizing a Language Line Teleinterpreter Service. These language services support our efforts with current families to help us better understand what they need and how we can better serve them.</p> <p>The school works with the ML Parent Ambassador group to develop opportunities for outreach to other ML families. The school's ML Coordinator and trained staff will work with incoming families to help them fully understand the Home Language Questionnaire to complete it more accurately, in compliance with New York State guidance.</p>	<p>student growth and achievement on ELL instructional objectives.</p>
<p>Students with Disabilities</p>	<p>A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that the school keeps families informed and solicits feedback to improve. The dean of special education schedules individual transfer review meetings to take place within 72 hours of enrollment with the parents of every student that enters the school with an IEP. In this meeting, the dean reviews the program</p>	<p>In addition to continuing to build upon the current practices of the school, the school plans to implement the following for the 2023-2024 school year:</p> <ul style="list-style-type: none"> • The school conducts a compensatory education review each year for any students that have missed services throughout the school year. After a comprehensive data review process, if the student is deemed eligible, compensatory education offers are

mandates, needs, and implementation plan for services. Parents are encouraged to bring input (questions, concerns, etc.) to this meeting to ensure a strong initial connection is made with these families and that their needs are immediately addressed. This connection continues to be built up throughout the year through additional communication measures such as quarterly IEP progress reports. In addition, parents are also invited at least once a year for an IEP review with the full IEP team. They are invited initially with a letter about a month before the meeting and then again are called by the special education teacher between a week and a day before as a reminder. Along with the invitation letter, the special education dean also sends a parent input form to help parents prepare for the review meeting and gather information from home. Following the meetings, parents are provided a post-IEP survey so that the deans can gather data to reflect on and make improvements utilizing this feedback.

Efforts during the 2022-23 school year include:

- Parent Input Forms are in digital formats so that parents can share their thoughts, celebrations, and concerns with the school prior to IEP meetings.
- Parent Post-IEP Survey Forms are in digital format so that parents can provide feedback on special education processes and supports so that we are able to utilize that information to improve practices.
- Work with community partners who serve SWD population to support

provided to families.

- Brochures detailing services that are offered for students with disabilities are displayed in the main office of our school.
- Parent information sessions are held each year to share resources, inform parents of at-home interventions, and to gauge parent satisfaction with our Sped services and intervention programs.
- Parents are provided with training on how to use Clever learning platforms at home during parent learning events to better equip parents with the at-home resources and knowledge they need to support their scholar's learning.
- Special education materials and manipulatives are available to support students who may need modifications to settings, materials, or spaces are provided on an at-need basis. Items include by are not limited to, sensory-motor manipulatives, stress balls, fidget focusers, desk elevators, weighted vests and the like.

their changing outreach.

- Continue to work with local leaders to provide information and accessibility to the school and staff.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 31 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 not 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 automatically 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 <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> 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 automatically 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 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 31 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 [minimum instructional requirements](#) 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 indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each 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 and ensure there is a monthly tally of instructional days.

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

[School Calendar](#) [School Calendar Form](#) [Brooklyn Excelsior 2023-24 - Dynamics 365](#)

Filename: School_Calendar__School_Calendar_F_KE7pan2.pdf Size: 288.9 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete



**Brooklyn Excelsior
Charter School**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2023

By: Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

718-246-5681

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Lucien Perry	President	Human Resources & Training
Andra Wishom	Vice President	n/a
Jennifer Wilkins	Treasurer	Human Resources & Training
Carol Schulhof	Secretary	Student Curriculum, Performance & Assessment
Sandy Dorsey	Trustee	Human Resources & Training

Sally Girouard has served as the principal since August 2019.

SCHOOL OVERVIEW

Brooklyn Excelsior Charter School (BECS or Brooklyn Excelsior) is committed to providing a high-quality education to all its students. We believe that all students can achieve success. We have designed an educational program that is intended to ensure that all students are prepared to enter a rigorous high school programming. The ultimate goal is to keep students on the college-readiness trajectory established through the school's K-8 educational program.

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations." We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2022-23 school year, we served 609 students in grades K-8, of whom 92 percent qualify for free or reduced-price lunch.

BECS makes four key design elements the foundation of its model and its work. These key design elements are:

- *Academic Excellence:* A high-quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Achievement may look different for each individual, but our goal is to prepare every student for college. With that in mind, our curriculum is designed to meet relevant state learning standards and ensure that students master the specific skills and knowledge in each content area at each grade level. For example, we have developed a specialized high school prep program and a tutoring program designed to help students prepare for the Specialized High School Admissions Test (SHSAT). We also recommend students for other programs in our area, such as DREAM-SHSI, Prep for Prep, Oliver Scholars, & the Teak Fellowship. Each year, we have students accepted to these programs.
- *Student Responsibility:* Children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they take pride in seeing the results. Our students are taught that their best effort is vital to their academic success, and teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- *Character Development:* We strive to develop students' hearts as well as their minds. Our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Students build and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens. Our teachers incorporate the monthly virtue in lessons. Each classroom has a Moral Focus Board that displays work that aligns to the month's virtue. Our librarian also supports our Moral Focus program by pulling books that align to the moral focus scope and sequence and offers activities that are also aligned to the month's virtue.
- *Parental Partnerships:* Our school is committed to fostering strong partnerships with parents of students at the school. We actively engage parents in their children's learning, dedicate a Parent Room specifically for ongoing "anytime" interaction between parents and teachers, and consistently communicate with parents about their children's academic progress. We hold various parent meetings throughout the year to strengthen parent partnerships. These events include high school parent information sessions, parent learning events, Title I program meetings, and school improvement meetings.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	72	83	69	71	90	74	86	86	73	-	-	-	-	704
2021-22	70	73	79	53	67	83	73	79	78	-	-	-	-	655
2022-23	56	73	69	67	46	68	83	67	80	-	-	-	-	609

GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient in English language arts.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission. Our curriculum is not only aligned to the research, but is also inclusive of all necessary materials for teachers and students.

NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using.

Our ELA curriculum is an NHA-developed structured literacy approach that relies on reading aloud, shared reading, guided reading, and writing (grades K-5) and writing and literature seminar (grades 6-8). This curriculum is aligned to state standards, reflects Next Generation Learning Standards, and incorporates evidence-based instructional strategies to ensure high-quality literacy instruction and student learning in all classrooms. Our school received new books, unit plans, and lesson plans created by NHA’s C&I team to execute Balanced Literacy. Balanced means allocating time to the different components of ELA, including Read Aloud, Shared Reading, Guided Reading, Writing, Independent Reading, and Literature Seminar, and also balancing the teaching approach of I do, we do, you do.

Extensive professional development has been provided to our teachers to support their effective use of curricular tools in the classroom. This professional development addresses content knowledge (understanding the standards), curriculum knowledge (understanding the curriculum), and pedagogical content knowledge (understanding how to teach the content and how students best learn the content). Teachers also receive regular instructional and individual coaching. We will continue to provide our staff with training and support.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

In 2022-23, 58% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 17 percentage points below the goal target; therefore, the goal was not met. At the grade level, grade 5 met the target, with 84% of students proficient on the ELA assessment. Grades 7 and 8 were less than 5 percentage points from the target.

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

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	62		2				1	67
4	43		2				1	46
5	59		7					68
6	80							83
7	61		4				1	67
8	76		1					80
All	381		16				3	411

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	31	50%	55	29	53%
4	43	13	30%	35	11	31%
5	59	45	76%	43	36	84%
6	80	32	40%	64	25	39%
7	61	41	67%	52	37	71%
8	76	50	66%	64	45	70%
All	381	212	56%	313	183	58%

¹ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.²

In 2022-23, the percent of students enrolled in at least their second year achieving proficiency on the New York State ELA exam exceeded the local district by 15 percentage points. Therefore, this goal was met. Additionally, this goal was met in all grades except grade four.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53%	55	44.5%	326
4	31%	35	47.6%	332
5	84%	43	40.1%	344
6	39%	64	31.1%	283
7	71%	52	44.3%	298
8	70%	64	46.2%	340
All	58%	313	42.5%	1,923

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.

² 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 [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.³

In 2021-22, Brooklyn Excelsiors's effect size on the ELA exam was 0.87, which exceeded the target of 0.30. Therefore, this goal was met. At the grade level, the target was met in all grades except grade three.

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	96%	35%	30%	0.29
4	86%	31%	29%	0.07
5	99%	41%	21%	1.36
6	91%	69%	45%	1.52
7	87%	53%	38%	0.91
8	96%	51%	38%	0.76
All	92%	47%	33%	0.87

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.

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.

³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁴ 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 100% in reading. Therefore, this goal was met. At the grade level, 3rd, 4th, and 5th grade met the goal.

End of Year Growth on 2022-23 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	100%	61
4	150%	41
5	95%	61
6	119%	72
7	33%	56
8	67%	61
All	100%	352

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Brooklyn Excelsior who were two or more grade levels below in the fall was 133% in reading. Therefore, this goal was met, exceeding the target by 23 percentage points. Additionally, the goal target was met in every grade level except 5th grade.

End of Year Growth on 2022-23 i-Ready ELA Assessment
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	128%	15
4	243%	17
5	98%	26
6	180%	44
7	163%	28
8	117%	28
All	133%	158

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 104% in reading. Therefore, this goal was met, exceeding the growth of general education (GenED) students (100%) by 4 percentage points.

End of Year Growth on 2022-23 i-Ready ELA Assessment By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	110%	10	100%	51
4	81%	4	150%	37
5	75%	12	95%	49
6	111%	17	122%	55
7	183%	8	18%	48
8	110%	18	56%	43
All	104%	69	100%	283

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 22% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Excelsior scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met. Students in third and seventh grade showed the most positive results.

End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	43%	65	45%	58
4	13%	46	16%	37
5	9%	64	13%	46
6	9%	76	11%	63
7	25%	65	25%	55
8	18%	68	18%	57
All	20%	384	22%	316

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	352	100%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	158	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	100% ⁶	69	104%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	316	22%	No

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELA GOAL

In 2022-23, Brooklyn Excelsior met two of its five measures for ELA. In addition, the school also met three of its four i-Ready measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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 English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
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.	Yes
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.	N/A

ELA ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Afterschool intervention tutoring will continue to be utilized.
- We have increased the number of Special Education teachers in our building. The school has hired new a Social Worker, Counselor, and Instructional Paraprofessionals.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswEBPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Deans are aligning additional state-test prep resources to the NHA Common Core Curricular tools.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
 - Goalbook, I-Ready, and ReadyNY programs and curriculums were purchased and implemented to support accommodations, modifications, and scaffolding within instruction.
- In ELA, we know that the importance of reading complex texts can't be understated. Not only do we need to ensure students are reading complex texts, but we also need to ensure that they are discussing those texts with their classmates. The ones doing the talking are the ones doing the learning. One way we are prioritizing this is by highlighting key questions in shared reading texts. We have identified questions from the *during reading* portion of the Shared Reading lesson to focus student thinking and discourse on critical content. By prioritizing these questions, teachers will still meet the objectives of the lesson while allowing for students to have deeper discussion within the timeframe of shared reading.
- ESSER funds were used to secure additional paraprofessionals.
- Programs such as Coach and Engage NY are used to supplement and bolster instruction and is assigned/taught during intervention and small group workshop rotations. Additional paraprofessionals enable these additional resources to be taught in targeted small groups according to proficiency deficits across subgroups.
- NHA has implemented a writing curriculum this year. The curriculum spans 6-8 weeks and covers writing genres such as response to literature, informative/explanatory writing, and narrative writing. We will engage in more data driven team meetings around the effectiveness of our writing instruction through analysis of grammar exit tickets and assessments. Additionally, feedback on constructed responses during the shared reading block can include praise and corrections around the student's writing conventions. Finally, modeling inference and explaining answers as a way of wrapping up a writing piece. In grades 6-8, students will have more practice and opportunities to practice their short responses. Each lesson provided by NHA has a 45-minute lesson that supports practicing short responses. Also, teachers are expected to provide consistent feedback on constructed responses they are assigning.

GOAL 2: MATHEMATICS

Students will be proficient in mathematics.

BACKGROUND

We believe exemplary teaching and learning of mathematics allows all stakeholders to cultivate a mathematical growth mindset by focusing on conceptual understanding, number sense, and developing problem-solving skills that can be transferred to real life decision making. We believe that every person is a math person!

We believe that what we teach students in our math classrooms has huge implications on student learning, how students develop positive math identities, and the way they think about learning mathematics. Our lessons focus largely on the process students use to solve problems, rather than just getting the “answer” to the problem. We prioritize student generated methods and student thinking and reasoning. Students work with real contexts, problems, situations, and models so they are able to build understanding of the mathematical concepts on their own before they are introduced to formal rules and procedures. High quality tasks allow students to move through the Concrete – Pictorial – Abstract (CPA) framework. Students first solve problems handling physical (concrete) objects. Next, they make mental connections between the physical objects and pictures or diagrams that represent those items. Finally, students use abstract symbols to model problems.

Our math curriculum relies on curricular tools including Bridges in Mathematics and Math Stories (K-5), Number Corner (grades K-2), and Illustrative Math (grades 6-8). The math curriculum is aligned to state standards, reflects the Next Generation Learning Standards, and incorporates evidence-based instructional strategies. NHA has spent three years rolling out high quality resources that others have vetted and shared are the best resources we can be using.

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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	3	62		3					
4	4	42		4					
5	5	58		8					
6	6	78		1					
7	7	60		6					
8	8	47		3				2	26
All	All	347		25				2	26

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In 2022-23, 48% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 27 percentage points below the goal target; therefore, the goal was not met. At the grade level, grades 5 and 7 had the strongest performance.

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

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	62	32	52%	55	29	53%
4	42	13	31%	33	9	27%
5	58	35	60%	44	29	66%
6	78	19	24%	62	17	27%
7	60	38	63%	51	33	65%
8	47	20	43%	37	17	46%
All	347	157	45%	282	134	48%

ADDITIONAL EVIDENCE

In 2022-23, 96% of students assessed on Regents 8 math achieved a passing grade.

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2022-23	Regents 8 Math	96%	26

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

In 2022-23, the percent of students enrolled in at least their second year achieving proficiency on the New York State math exam exceeded the local district by nine percentage points. Therefore, this goal was met.

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

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53%	55	51.5%	332
4	27%	33	38.9%	337
5	66%	44	34.7%	343
6	27%	62	30.9%	278
7	65%	51	44.0%	307
8	46%	37	33.7%	294
All	48%	282	39.2%	1,891

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.

In 2021-22, Brooklyn Excelsiors's effect size on the math exam was -0.06, which was lower than the target of 0.30. Therefore, this goal was not met. At the grade level, the target was met in grades five and seven.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	96%	23%	30%	-0.36
4	86%	18%	28%	-0.49
5	99%	23%	16%	0.39
6	91%	14%	22%	-0.53
7	87%	32%	20%	0.68
8	96%	9%	14%	-0.33
All	92%	20%	21%	-0.06

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 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.

In 2022-23, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 108% in math. Therefore, this goal was met, exceeding the target by 8 percentage points. At the grade level, every grade exceeded the target except 3rd and 5th grade.

End of Year Growth on 2022-23 i-Ready Math Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	54%	61
4	126%	40
5	89%	58
6	114%	72
7	200%	55
8	124%	68
All	108%	354

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students at Brooklyn Excelsior who were two or more grade levels below in the fall was 115% in math. Therefore, this goal was met, exceeding the target by 5 percentage points. Additionally, the goal target was met in third, fourth, and seventh grade.

End of Year Growth on 2022-23 i-Ready Math Assessment
By Two or More Grade Levels Below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	130%	13
4	148%	26
5	85%	22
6	100%	41
7	200%	26
8	96%	30
All	115%	158

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.

In 2022-23, from fall to spring, the median percent progress toward annual typical growth of students with disabilities (SWD) was 85% in math. Therefore, this goal was not met, falling short of the growth of general education (GenED) students (111%) by 26 percentage points. At the grade level, growth of SWD students in sixth and seventh grade was exceptionally strong.

End of Year Growth on 2022-23 i-Ready Math Assessment
By Students with Disabilities and General Education Students

Grades	SWD		GenED	
	Median Percent of Annual Typical Growth	Number Tested	Median Percent of Annual Typical Growth	Number Tested
3	85%	10	54%	51
4	72%	4	130%	36
5	50%	12	92%	46
6	127%	18	113%	54
7	169%	9	224%	46
8	22%	18	150%	50
All	85%	71	111%	283

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.

In the Spring of 2022-23, 20% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Excelsior scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore the goal was not met. Students in third and fifth grade showed the most positive results.

End of Year Performance on 2022-23 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	23%	64	26%	57
4	9%	44	11%	36
5	22%	63	30%	47
6	8%	75	10%	62
7	16%	64	19%	54
8	21%	75	22%	63
All	17%	385	20%	319

I-READY

2022-23 i-Ready Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	354	108%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	158	115%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	111% ⁸	71	85%	No

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	319	20%	No
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SUMMARY OF THE MATHEMATICS GOAL

In 2022-23, Brooklyn Excelsior met one of its five measures for mathematics. In addition, the school also met two of its four i-Ready measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
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.	Yes
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.	No
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

MATHEMATICS ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- BECS has also implemented Next Steps guides that accompany each unit assessment. This guide includes why scholars may have struggled and what prerequisite skills they will need. The guide also groups scholars based on their proficiency on the unit assessments. Teachers and interventionists are given Bridges lessons or activities that address the deficits identified from the unit assessment data. Interventionists are paired with scholars who have been identified as needing intensive intervention. These small groups rotate based on the unit assessments that are taken every 4 - 5 weeks.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs for increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- We will continue to address areas of need with the use of Illustrative Math and DreamBox programs. Dreambox is NHA's newest computerized math resource that also has built in scaffolding based on scholars' performance on the lessons they have been assigned. Dreambox's pioneering technology enables seamless integration of instruction and assessment for a deeply personalized math learning experience. The Intelligent Adaptive Learning technology tracks each student's interaction and evaluates the strategies used to solve problems. It then immediately adjusts the lesson and the level of difficulty, scaffolding, sequencing, number of hints, and pacing as appropriate. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepens conceptual understanding.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.
- For the upcoming school year, we have rearranged the grade 3-5 math block. Our new block for the 2022-2023 school will now start with fluency development where teachers will focus on a Number Corner activity or a Math Story. Through our weekly instructional planning guides, we will help teachers know what to do and where to focus each day. Then, teachers will have a dedicated block of time to focus on the concept of the day through the Bridges session. The block will end with students practicing the skills they are learning through activities and workplaces. This will now be a more defined portion of the block where teachers can infuse small group instruction and intervention.
- We are also embedding high quality instructional practices right into google slide decks for each Bridges lesson. These will help develop teachers' content knowledge and instructional skills as they execute the lesson. For our new teachers, these slide decks can help them find success from day one, and for our more experienced teachers, these decks can serve as a starting point for them to dig in and make the lesson their own.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

We base science instruction on the 5E model (Engage, Explore, Explain, Elaborate, and Evaluate), which provides students with concrete, hands-on opportunities to learn about new ideas. Our students use various modalities to help support their understanding and application of key science and engineering concepts and skills. Grades K-2 use Picture Perfect and grades 3-8 use Stemsopes for curricular tools.

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 administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

In 2022-23, 43% of students enrolled in at least their second year scored at or above proficient on the New York State (NYS) ELA exam. This was 32 percentage points below the goal target, therefore the goal was not met.

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 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	61	26	43%
All	61	26	43%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	61	26	43%	<i>Pending public release of data</i>		
All	61	26	43%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2022-23, Brooklyn Excelsior did not meet its absolute measure. The school is still waiting on the release of public data to determine if it has met the comparative measure.

Type	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.	No
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.	<i>Not yet measurable</i>

ACTION PLAN

- We are developing and stabilizing our science teachers building wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.
- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
 - This curriculum allows scholars to form their own ideas about science using the 5E process. This process encourages scholars to continue making hypotheses and testing these hypotheses while they engage in hands-on experimentation. STEMScopes comes with all materials needed for experiments and exploration. It also includes built in scaffolding for ELL scholars and scholars who need additional support. Teachers can connect science to math with STEMScopes' math in action component.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- Teachers also use a science workbook titled, “Interactive” to accompany the resources of STEMScopes.
- We will provide supplemental science instruction through the NYState Measuring Up curricular program. Each student will receive their own Measuring Up workbook which they will use during small group instruction during science class and lab.

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 [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Local Support and Improvement

Note: Good Standing was renamed as Local Support and Improvement in 2022-23.

ADDITIONAL CONTEXT AND EVIDENCE

Brooklyn Excelsior has remained in “Good Standing” over the last three years.

October 12, 2023

To the Board of Trustees
Brooklyn Excelsior Charter School

We have audited the financial statements of Brooklyn Excelsior Charter School (the “Academy”) as of and for the year ended June 30, 2023 and have issued our report thereon dated October 12, 2023. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated May 9, 2023, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Brooklyn Excelsior Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Brooklyn Excelsior Charter School’s financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Brooklyn Excelsior Charter School, including compliance with certain provisions of laws, regulations, contracts, and grant agreements; certain instances of error or fraud; illegal acts applicable to government agencies; and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 12, 2023 regarding our consideration of Brooklyn Excelsior Charter School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Corey VanDyke is the engagement partner for the services specified in this letter and is responsible for supervising Plante Moran, PC’s services performed as part of this engagement.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on July 25, 2023.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Brooklyn Excelsior Charter School are described in Note 2 to the financial statements.

No new accounting policies were adopted, and the application of existing policies was not changed during 2023.

We noted no transactions entered into by Brooklyn Excelsior Charter School during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in performing and completing our audit.

Disagreements with Management

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. The Academy was awarded certain grants subject to conditions. Management believes there is significant uncertainty surrounding future use of available federal awards subject to certain conditions. Management concluded to omit the disclosures surrounding conditional contributions based on this uncertainty. Management has determined that the effects of this omitted disclosure are immaterial to the financial statements taken as a whole. We did not detect any other misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the Academy, and business plans and strategies that may affect the risks of material misstatement, with management each year prior to our retention as the Academy's auditors. However, these discussions occurred in the normal course of our professional relationship, and our responses were not a condition of our retention.

As required by 2 CFR Part 200, we have also completed an audit of the federal programs administered by the Academy. The results of that audit are provided to the board of trustees in our report on compliance with requirements applicable to each major program and on internal control over compliance in accordance with 2 CFR Part 200 dated October 12, 2023.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 12, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the Academy's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts.

To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the board of trustees and management of Brooklyn Excelsior Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

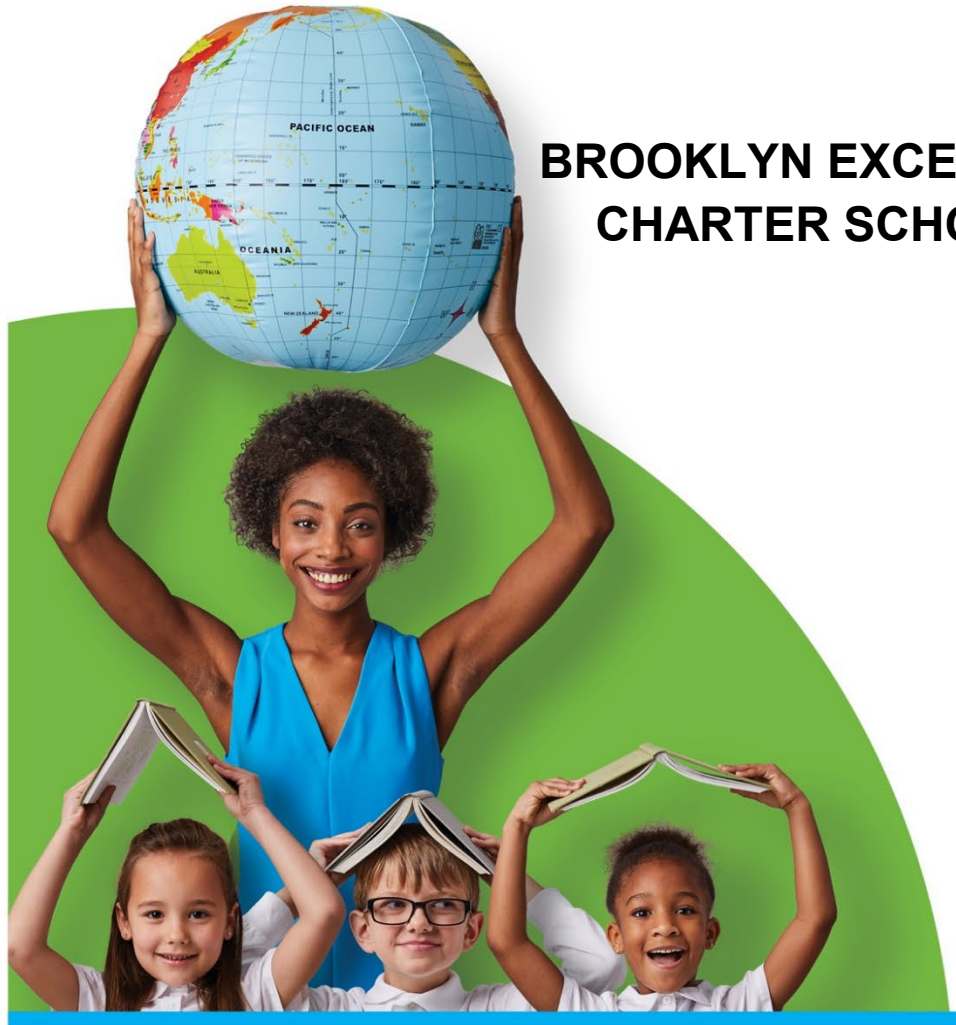
Plante & Moran, PLLC



Corey VanDyke, CPA
Partner



Michelle M. Goss, CPA
Partner



BROOKLYN EXCELSIOR CHARTER SCHOOL

Financial Statements, Additional
Information, and Federal Awards
Supplementary Information as of and for the
Years Ended June 30, 2023 and 2022, and
Independent Auditor's Reports

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BROOKLYN EXCELSIOR CHARTER SCHOOL

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1-3
FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2023 AND 2022:	
Statement of Financial Position	4
Statement of Activities and Change in Net Assets	5
Statement of Cash Flows	6
Notes to Financial Statements	7-11
ADDITIONAL INFORMATION —	12
New York State Education Department Schedule of Functional Expenses	13
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	14-15
SUPPLEMENTARY INFORMATION –	16
REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE	17-19
Schedule of Expenditures of Federal Awards	20
Notes to Schedule of Expenditure of Federal Awards	21
Schedule of Findings and Questioned Costs	22

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on the Audits of the Financial Statements

Opinion

We have audited the financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2023 and 2022 and the related statements of activities and change in net assets 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 School as of June 30, 2023 and 2022 and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

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 *Auditor's Responsibilities for the Audits of the Financial Statements* section of our report. We are required to be independent of the School and to meet our 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.

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audits 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 auditor's 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 audits conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if 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.

To the Board of Trustees
Brooklyn Excelsior Charter School

In performing audits in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audits.
- 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 audits in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

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

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Excelsior Charter School's basic financial statements. 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* (the "Uniform Guidance"), and supplemental New York State Education Department schedule of functional expenses, as identified in the table of contents, are presented for the purpose of additional analysis and are not a required part of the financial statements.

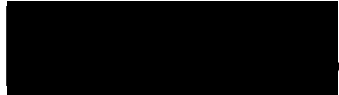
The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The supplemental New York State Education Department schedule of functional expenses has not been subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we do not express an opinion or provide any assurance on it.

To the Board of Trustees
Brooklyn Excelsior Charter School

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2023 on our consideration of Brooklyn Excelsior Charter School'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 Brooklyn Excelsior Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Excelsior Charter School's internal control over financial reporting and compliance.

 pc

October 12, 2023

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION JUNE 30, 2023 AND 2022

	2023	2022
ASSETS		
CURRENT ASSETS:		
Cash	\$ 14,268	\$ 30,194
Prepaid expenses	406	-
Due from governmental revenue sources	<u>706,764</u>	<u>549,356</u>
Total current assets	721,438	579,550
NON-CURRENT ASSETS:		
Capital assets, net	-	-
Restricted cash	<u>78,657</u>	<u>77,310</u>
TOTAL	<u>\$ 800,095</u>	<u>\$ 656,860</u>
 LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 101,112	\$ 123,471
Accounts payable	5,911	14,497
Contracted service fee payable	<u>501,700</u>	<u>367,480</u>
Total liabilities	608,723	505,448
NET ASSETS - Net Assets without donor restriction	<u>191,372</u>	<u>151,412</u>
TOTAL	<u>\$ 800,095</u>	<u>\$ 656,860</u>

See notes to financial statements

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS YEARS ENDED JUNE 30, 2023 AND 2022

	2023	2022
REVENUES, GAINS AND OTHER SUPPORT - Without donor restriction:		
Public School District		
Resident Student Enrollment	\$ 10,423,028	\$ 10,644,916
Students with Disabilities	958,194	1,062,696
Grants and contracts, and other:		
Federal - Title, IDEA, and ESSER	1,424,005	858,439
Other	56,591	40,438
Child Nutrition Program - Federal	607,507	480,619
Child Nutrition Program - State	<u>11,278</u>	<u>8,971</u>
Total revenues, gains and other support	13,480,603	13,096,079
EXPENSES:		
Contracted service fee:		
Program services	12,111,485	10,363,493
Management and general	1,293,641	2,565,022
Board funds	35,517	41,524
Depreciation	<u>-</u>	<u>883</u>
Total expenses	<u>13,440,643</u>	<u>12,970,922</u>
CHANGE IN NET ASSETS - Without donor restriction	39,960	125,157
NET ASSETS - Without donor restriction		
Beginning of year	<u>151,412</u>	<u>26,255</u>
End of year	<u>\$ 191,372</u>	<u>\$ 151,412</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF CASH FLOWS YEARS ENDED JUNE 30, 2023 AND 2022

	2023	2022
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES		
State aid	\$ 11,403,490	\$ 11,750,391
Other state sources	(33,497)	8,782
Federal sources	1,880,754	1,582,028
Private sources	50,089	45,643
Payments for services rendered	<u>(13,315,415)</u>	<u>(13,383,125)</u>
Net Cash (Used In) Provided by Operating Activities	<u>(14,579)</u>	<u>3,719</u>
NET CHANGE IN CASH AND RESTRICTED CASH	(14,579)	3,719
CASH AND RESTRICTED CASH - Beginning of year	<u>107,504</u>	<u>103,785</u>
CASH AND RESTRICTED CASH - End of year	<u>\$ 92,925</u>	<u>\$ 107,504</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2023 AND 2022

1. NATURE OF OPERATIONS

Brooklyn Excelsior Charter School (the “School”) is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter School Institute, which is responsible for oversight of the School’s operations. The charter expires July 31, 2028 and is subject to renewal. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School’s primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts.

The Board of Trustees of the School has entered into a management agreement (the “agreement”) with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources and NHA pays the Board of Directors an amount equal to the lesser of two percent of state per pupil aid or \$35,000. These funds are property of the School and may be used by the School at the discretion of the board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash — Cash as of June 30, 2023 and 2022 represents bank deposits which are covered by federal depository insurance.

Restricted Cash — Under the requirements of NYSED, the School has agreed to establish a reserve cash account and maintain a minimum balance of \$75,000. At June 30, 2023 and 2022, \$78,657 and \$77,310, respectively, of cash is restricted for that purpose. In the event of dissolution of the School, the reserve cash account would be used to pay for legal and audit expenses associated with the dissolution.

Prepaid Expense – Prepaid expenses consists of amounts paid to NHA which reflect costs applicable to future fiscal years.

Deferred Revenue — Deferred revenue as of June 30, 2023 and 2022 consists of grant funds received for services which have not yet been performed. The School received cost-reimbursable grants of \$177,982 and \$241,703 for June 30, 2023 and 2022, respectively, that are conditioned upon incurring eligible expenditures for which \$200,341 and \$120,010 of revenue was recognized at June 30, 2023 and 2022, respectively. As of June 30, 2023 and 2022, \$101,112 and \$123,471, respectively, have not yet been recognized as revenue.

Contracted Service Fee Payable — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3-10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Net Assets without Donor Restriction* — Net assets which are not subject to donor imposed or governmental stipulations. Net assets in this category may be expended for any purpose in performing the primary objectives of the School.
- *Net Assets with Donor Restrictions* – Net assets subject to stipulations imposed by donors and grantors. As of June 30, 2023 and 2022, no net assets are considered to be with donor restrictions.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in net assets without donor restriction unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restriction. Other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated

purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets.

- Revenue from the state and local capitation is recognized over the period earned, regardless of the timing of related cash flows. Grants are recognized as revenue as eligibility requirements are met, the related expenses are incurred, or services performed, in accordance with terms of the respective grant or contract agreement.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

Accordingly, no provision for federal income taxes has been made.

Contribution of Nonfinancial Assets – Included as revenue, gains, and other support in the Statement of Activities are contributions of nonfinancial assets also known as gifts in-kind. Contributed professional services are recognized if the services received a) create or enhance non-financial assets or b) require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. These services are recognized as program revenue and expense and are valued at the estimated fair market value for the services as provided by the donor. There were no contributions of nonfinancial assets during the years ended June 30, 2023 and 2022.

3. DUE FROM GOVERNMENTAL SOURCES

Receivables as of June 30, 2023 and 2022 for the School included \$76,925 and \$42,048 in state aid receivable, respectively, \$621,301 and \$495,714 in federal grants receivable, respectively, and \$8,538 and \$11,594 in other receivables, respectively. The School considers all receivables to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded.

4. LIQUIDITY

The School has \$721,032 and \$579,550 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$14,268 and \$30,194, and amounts due from governmental revenue sources of \$706,764 and \$549,356 at June 30, 2023 and 2022, respectively. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$2,240,000 and \$2,162,000 at June 30, 2023 and 2022, respectively.

While the School does not currently carry financial assets in excess of 60 days of normal operating expenses, due to their management agreement with NHA, NHA is required make contributions to the School if the School's expenditures exceed the school's revenue during the year.

5. FUNCTIONAL EXPENSES

The School provides educational services to its students. Expenses related to providing these services are as follows for the years ended June 30, 2023 and 2022, respectively:

	<u>2023</u>	<u>2022</u>
Program services		
Contracted service fee	\$ 12,111,485	\$ 10,363,493
Board expenses	35,517	41,524
Depreciation	<u>-</u>	<u>883</u>
Total program services	12,147,002	10,405,900
Management and general - Contracted Service Fee	1,293,641	2,565,022
Total	<u>\$ 13,440,643</u>	<u>\$ 12,970,922</u>

The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function and require an allocation, which is based on estimates determined by management, is consistently applied. Management and general expenses consist of expenditures incurred by the School based on their usage of management company services. Usage of management company services are calculated on a variety of different allocation methods based on various cost centers, including number of classrooms, number of students, and services provided. Although the methods of allocation used are considered appropriate, other methods could be used that would produce different allocations.

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2023 or 2022, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

7. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

8. CAPITAL ASSETS

Capital asset activity of the school was as follows:

Year Ended June 30, 2023	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 105,813	\$ -	\$ -	\$ 105,813
Less accumulated depreciation — equipment	<u>105,813</u>	<u>-</u>	<u>-</u>	<u>105,813</u>
Total capital asset activity, net	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Year Ended June 30, 2022	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 105,813	\$ -	\$ -	\$ 105,813
Less accumulated depreciation — equipment	<u>104,930</u>	<u>883</u>	<u>-</u>	<u>105,813</u>
Total capital asset activity, net	<u>\$ 883</u>	<u>\$ (883)</u>	<u>\$ -</u>	<u>\$ -</u>

9. LEASES

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2022 through June 30, 2023. Annual rental payments required by the lease were \$2,314,512 payable in twelve monthly payments of \$192,876. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the School or NHA.

The School is not a party to any leasing arrangements that meet the criteria for recognition of lease assets or liabilities under FASB ASU No. 2016-02, *Leases* based on the noncancellable period being less than twelve months and applicability of the short-term lease exception for the facility lease agreement.

The School subsequently renewed the sublease with NHA for the period of July 1, 2023 through June 30, 2024 at the same rental rate.

10. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2023 have been evaluated through October 12, 2023, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

ADDITIONAL INFORMATION

BROOKLYN EXCELSIOR CHARTER SCHOOL

**NEW YORK STATE EDUCATIONAL DEPARTMENT SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2023 WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2022**

	2023						2022	
	Program Services			Supporting Services			Total	
	Regular Education	Special Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs								
Administrative Staff Personnel	\$ 1,033,698	\$ -	\$ 1,033,698	\$ -	\$ -	\$ -	\$ 1,033,698	\$ 597,065
Instructional Personnel	4,048,929	862,801	4,911,730	-	-	-	4,911,730	3,610,292
Total Salaries and Staff	5,082,627	862,801	5,945,428	-	-	-	5,945,428	4,414,535
Fringe Benefits & Payroll Taxes	699,904	124,191	824,095	-	-	-	824,095	732,858
Retirement	98,187	18,288	116,475	-	-	-	116,475	92,645
Legal Service	6,264	-	6,264	-	-	-	6,264	14,822
Accounting / Audit Services	-	-	-	-	90,422	90,422	90,422	261,294
Other Purchased / Professional / Consulting Services	242,837	129,663	372,500	-	252,823	252,823	625,323	1,605,755
Building and Land Rent / Lease	1,973,496	516,720	2,490,216	-	-	-	2,490,216	2,383,094
Repairs & Maintenance	199,619	52,266	251,885	-	14,377	14,377	266,262	358,479
Insurance	45,715	11,969	57,684	-	-	-	57,684	45,382
Utilities	171,824	44,988	216,812	-	-	-	216,812	218,338
Supplies / Materials	298,898	-	298,898	-	-	-	298,898	277,317
Equipment / Furnishings	198,986	52,101	251,087	-	-	-	251,087	187,197
Staff Development	90,608	6	90,614	-	-	-	90,614	39,942
Marketing / Recruitment	-	-	-	-	359,945	359,945	359,945	709,142
Technology	187,229	32,360	219,589	-	250,761	250,761	470,350	534,851
Food Service	542,009	-	542,009	-	-	-	542,009	345,597
Student Services	303,832	-	303,832	-	322,174	322,174	626,006	657,747
Office Expense	124,614	-	124,614	-	3,139	3,139	127,753	56,044
Depreciation	-	-	-	-	-	-	-	883
Other	35,000	-	35,000	-	-	-	35,000	35,000
Total Expenses	<u>\$ 10,301,649</u>	<u>\$ 1,845,353</u>	<u>\$ 12,147,002</u>	<u>\$ -</u>	<u>\$ 1,293,641</u>	<u>\$ 1,293,641</u>	<u>\$ 13,440,643</u>	<u>\$ 12,970,922</u>

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Trustees
Brooklyn Excelsior Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2023 and the related statements of activities and change in net assets and cash flows for the year then ended, and the related notes to the basic financial statements and have issued our report thereon dated October 12, 2023.

Report on Internal Control Over Financial Reporting

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

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School'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 were not identified.

Report on Compliance and Other Matters

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

To Management and the Board of Trustees
Brooklyn Excelsior Charter School

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 School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

 K, PC

October 12, 2023

SUPPLEMENTARY INFORMATION

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required
by the Uniform Guidance

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Brooklyn Excelsior Charter School's (the "School") compliance with the types of compliance requirements identified as subject to audit in the Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on the School's major federal program for the year ended June 30, 2023. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the major federal program 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; 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* (the "Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the *Auditor's Responsibilities for the Audit of Compliance* section of our report.

We are required to be independent of the School 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 School'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 School's federal program.

To the Board of Trustees
Brooklyn Excelsior Charter School

Auditor's 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 School'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 School'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 School'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 School'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 School'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 *Auditor's 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.

To the Board of Trustees
Brooklyn Excelsior Charter School

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.

 , PC

October 12, 2023

BROOKLYN EXCELSIOR CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2023

Program Title/Project Number/Subrecipient Name	Grant/Project Number	Assistance Listing Number	Expenditures	Current Year Cash Transferred to Subrecipient
Clusters:				
Child Nutrition Cluster - U.S. Department of Agriculture - Passed through the New York State Department of Education:				
Cash Assistance:				
National School Lunch Program 2022-2023		10.555	\$ 392,583	\$ -
After School Snack Program 2021 - 2022		10.555	891	-
After School Snack Program 2022 - 2023		10.555	28,666	-
Supply Chain Assistance 2022 - 2023		10.555	<u>28,066</u>	<u>-</u>
National School Lunch Program Subtotal		10.555	450,206	-
National School Breakfast Program 2022 - 2023		10.553	<u>157,301</u>	<u>-</u>
National School Breakfast Program Subtotal		10.553	157,301	-
Total Child Nutrition Cluster			607,507	-
Special Education Cluster - U.S. Department of Education - Passed through the New York City School District:				
IDEA Flowthrough:				
IDEA Flowthrough 2023		84.027	<u>87,292</u>	<u>-</u>
Other federal awards:				
Passed through the New York State Department of Education:				
Title I Part A:				
Title I Part A 2022 - 2023	0021234232	84.010	<u>170,063</u>	<u>-</u>
Title II Part A - Improving Teacher Quality:				
Title II Part A 2022 - 2023	0147234232	84.367	<u>8,941</u>	<u>-</u>
Title IV - SSAE:				
Title IV 2022 - 2023	0204234232	84.424	<u>11,167</u>	<u>-</u>
Education Stabilization Fund Program - U.S. Department of Education Passed through New York State Department of Education				
COVID-19 ESSER Formula Fund I	5890214232	84.425D	15,105	-
COVID-19 ESSER Formula Fund II	5891214232	84.425D	155,110	-
COVID-19 ESSER Formula Fund III ARP	5880214232	84.425U	<u>975,699</u>	<u>-</u>
Total Education Stabilization Fund Program		84.425	1,145,914	-
U.S. Department of Agriculture - Passed through the New York State Department of Education:				
COVID-19 Pandemic EBT Local Level Costs		10.649	<u>628</u>	<u>-</u>
Total noncluster programs passed through the New York State Department of Education			<u>1,336,713</u>	<u>-</u>
Total federal awards			<u>\$ 2,031,512</u>	<u>\$ -</u>

BROOKLYN EXCELSIOR CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards Year Ended June 30, 2023

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Brooklyn Excelsior Charter School (the "School") under programs of the federal government for the year ended June 30, 2023. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported in the Schedule are reported on the same basis of accounting as the basic financial statements. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

The School has elected not to use the 10 percent de minimis indirect cost rate to recover indirect costs as allowed under the Uniform Guidance.

Note 3 - Grant Auditor Report

Management has utilized the Federal/State Grant Payments – End of Year Report as published by the New York State Education Department in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

BROOKLYN EXCELSIOR CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
Year Ended June 30, 2023**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

Noncompliance material to financial statements noted? Yes None reported

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? Yes None reported

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

Any audit findings disclosed that are required to be reported in accordance with Section 2 CFR 200.516(a)? Yes No

Identification of major programs:

Assistance Listing Number	Name of Federal Program or Cluster	Opinion
84.425	Education Stabilization Fund	Unmodified

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

Auditee qualified as low-risk auditee? Yes No

Section II - Financial Statement Audit Findings

Reference Number	Finding	Questioned Costs
Current Year	None	

Section III - Federal Program Audit Findings

Reference Number	Finding	Questioned Costs
Current Year	None	

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name:

Fiscal Contact:

Date:

Name:

Email:

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Andra Wishom

Name of Charter School Education Corporation:

Brooklyn Excelsior 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.).

Treasurer - current
Trustee

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**.

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**.

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:

N/A

Business Address:

N/A

E-mail Address:

awishom@excelsior.com

Home Telephone:

914-625-1010

Home Address:

1160 10th St, Brooklyn, NY 11204

[Redacted Signature]

7-27-23

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**

Trustee Name:

Jennifer Wilkins

Name of Charter School Education Corporation:

Brooklyn Excelsior 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.).

Trustee - Current

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**.

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**.

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:

N/A

Business Address:

N/A

E-mail Address:


jwilkins@excelsiorcs.org

Home Telephone:

646-559-5659

Home Address:

64 N. 9th Street, Apt 1A, NCD, NYC, NY 10019

 7-27-23

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**

Trustee Name:

Name 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.

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

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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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:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Lucien Perry

Name of Charter School Education Corporation:

Brooklyn Excelsior 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.).

Vice President - Current
Trustee

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.

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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**.

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Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

business@btschool.com

Home Telephone:

017-495-5000

Home Address:

101 Hill St, P.O. Box 11, NY 11202

[Redacted Signature]

7-24-22

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Name 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**

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Yes **No**

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Yes **No**

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Signature

Date

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last revised 04/2022

**BROOKLYN EXCELSIOR CHARTER SCHOOL
BOARD OF TRUSTEES**

2023-2024 BOARD CALENDAR

*The Board shall meet at **5 p.m.** at
Brooklyn Excelsior Charter School
856 Quincy Street
Brooklyn, NY 11221
718-246-5681*

on the following dates:

Wednesday, August 2, 2023

Wednesday, September 6, 2023

Wednesday, October 4, 2023

Wednesday, November 1, 2023

Wednesday, December 6, 2023

Wednesday, January 3, 2024

Wednesday, February 7, 2024

***Wednesday, March 6, 2024**

Wednesday, April 3, 2024

Wednesday, May 1, 2024

Wednesday, June 5, 2024

***NOTE: WELLNESS POLICY REVIEW AND DISCUSSION**

Created by Sarah Ermatinger on Tuesday, April 11, 2023 at 12:11 p.m.

Posted at Brooklyn Excelsior Charter School by _____ on
_____ at _____.

E-mailed to CSI on _____ at _____.

***Official Minutes of the Brooklyn Excelsior Charter School Board are available at the following
locations:***

***3850 Broadmoor Avenue SE, Suite 201, Grand Rapids, MI 49512
856 Quincy Street, Brooklyn, NY 11221***

Any person with a disability who needs accommodation to participate in a meeting should contact the Principal of Brooklyn Excelsior Charter School at 718-246-5681 at least 5 days in advance of the meeting to request assistance.

Brooklyn Excelsior Charter School

2023-24 School Year

July 2023						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7/4 - Fourth of July

August 2023						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8/28-9/1 - Staff PD

September 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/4 - Labor Day
 9/5-9/6 - Staff PD
 9/7 - First Day of School
 9/25 - Yom Kippur
 9/29 - Inside Bulletin Boards Due

October 2023						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/6 - Outside Bulletin Boards Due
 10/9 - Indigenous Peoples' Day
 10/18 - Regional PD
 10/27 - Inside Bulletin Boards Due

November 2023						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11/7 - Election Day
 11/10 - Outside Bulletin Boards Due
 11/17 - End of Q1
 11/20 - Staff PD/Data Dive
 11/23-11/24 - Thanksgiving Break
 11/27 - School Resumes
 11/30 - Parent Teacher Conferences

December 2023						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12/1 - Inside Bulletin Boards Due
 12/7 - Hanukkah Begins
 12/15 - Outside Bulletin Boards Due
 12/25-1/1 - Winter Break

January 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1/2 - School Resumes
 1/5 - Inside Bulletin Boards Due
 1/15 - Martin Luther King, Jr. Day
 1/26 - End of Q2

February 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

2/2 - Outside Bulletin Boards Due
 2/5 - Staff PD/Data Dive
 2/9 - Inside Bulletin Boards Due
 2/12 - Parent Teacher Conferences
 2/19-2/23 - Mid Winter Break
 2/26 - Regional PD
 2/27 - School Resumes

March 2024						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/15 - Inside Bulletin Boards Due
 3/18 - Staff PD/Data Dive
 3/28 - Outside Bulletin Boards Due
 3/29 - Good Friday

April 2024						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/10 - Eid
 4/12 - Inside Bulletin Boards Due
 4/12 - End of Q3
 4/18 - Parent Teacher Conferences
 4/22-4/26 - Spring Break
 4/29 - School Resumes

May 2024						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	




5/10 - Outside Bulletin Boards Due
 5/17 - Inside Bulletin Boards Due
 5/27 - Memorial Day

June 2024						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6/6 - Records Day
 6/14 - Inside Bulletin Boards Due
 6/19 - Juneteenth
 6/21 - End of Q4
 6/25 - Last Day of School

Board Approved:
 7/27/2023 2:07 PM

Last Update:
 7/27/2023 2:07 PM

 Students Report Half Day / Staff Report All Day
 Students Do Not Report / Staff Report All Day
 Students / Staff Do Not Report

180 School Days
 7:35 AM-2:50 PM School Hours
 7:35 AM-11:30 AM (half)
 1,151.92 Instructional Hours



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 07.31.2019.

PREMISES

EXCELSIOR SCHOOL OF BROOKLYN
856 Quincy Street
Brooklyn NY 11221

EXCELSIOR SCHOOL OF BROOKLYN
856 Quincy Street
Brooklyn NY 11221

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **01.14.2019**.

_____ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

~~XXX~~ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

NOTE: FDNY SUMMONS # 11652707Y; VC6, VC17 ISSUED

_____ As of XXXXXXXX Documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU



Certificate of Occupancy

CO Number: 301756151F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued *This document or a copy shall be available for inspection at the building at all reasonable times*

A.	Borough: Brooklyn	Block Number: 01633	Certificate Type: Final
	Address: 856 QUINCY STREET	Lot Number(s): 58	Effective Date: 01/25/2006
	Building Identification Number (BIN): 3044597	Building Type: Altered	
	Special District: None		

This Certificate supercedes CO Number(s): None

For zoning lot metes & bounds, please see BISWeb.

B.	Construction classification: OLD CODE: 2	Number of stories: 3
	Building Occupancy Group classification: G	Height in feet: 75
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0

C. Fire Protection Equipment:
None associated with this filing.

D. Type and number of open spaces:
Parking spaces (4), Parking (3130 square feet)

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: None



Borough Commissioner
Brooklyn 1

Borough Commissioner



Commissioner



Certificate of Occupancy

CO Number: 301756151F

Permissible Use and Occupancy							
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
BAS	150			G		3	METER ROOM, FIRE PUMP ROOM, MECHANICAL ROOM, ELECTRICAL ROOM, SIX (6) CLASSROOMS, CONFERENCE ROOM, ART ROOM, MUSIC ROOM, BOYS & GIRLS RESTROOMS, TECH. ROOM, ACTIVITY ROOM, STORAGE ROOMS FOOD PREPARATION ROOM
OSP							NONE OPEN SPACE USE - FOUR(4)PARKING SPACES
001	200			G		3	TEACHERS CONFERENCE, PARENT ROOM, RECEPTION, PRINCIPAL & ASST PRINCIPAL ROOMS, NURSE ROOMS, BOYS & GIRLS RESTROOMS MEDIA CENTER, EIGHT (8) CLASSROOMS, CONFERENCE ROOM, WORK ROOM, STORAGE ROOMS
002	300			G		3	ASST PRINCIPAL ROOM, BOYS & GIRLS RESTROOMS, TWELVE (12) CLASSROOMS, CONFERENCE ROOM, SUPPORT ROOMS, STORAGE ROOMS.
003	300			G		3	ASST PRINCIPAL ROOM, CONFERENCE ROOM, BOYS & GIRLS RESTROOMS, TWELVE (12) CLASSROOMS, SUPPORT ROOMS, STORAGE ROOMS
A/T				B-2		3	STORAGE
END OF SECTION							



Brooklyn 1

Borough Commissioner



Commissioner