

Application: Elm Community Charter School

Priscilla Walton - priscilla.walton@elmcharterschool.org
2022-2023 Annual Report

Summary

ID: 0000000275

Last submitted: Nov 1 2023 11:49 AM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 2 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)

ELM COMMUNITY CHARTER SCHOOL 800000089576

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?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Feb 18 2020

d. DISTRICT / CSD OF LOCATION

CSD #24 - QUEENS

e. Date of Approved Initial Charter

Oct 12 2017

f. Date School First Opened for Instruction

Aug 28 2018

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

Elm Community Charter School's mission is to cultivate student leaders with the character and capacity to form their own identity, seize any opportunity, and shape the world around them through integrated studies and collaborative learning.

Elm is founded upon 5 key design elements that drive our academic program and school culture:

Collaborative Learning: Elm believes that students learn best when they are challenged to discuss, debate, and form conclusions and opinions with others similar and different from themselves.

Collaborative learning ultimately develops students' ability to think critically and creatively, while also building their social skills, confidence, and capability to articulate their ideas clearly. At Elm, our academic program highlights collaborative group work, with rubrics that hold teachers and students accountable to focusing on a group's collaborative learning process rather than solely the product.

Student-Led Integrated Studies: At Elm, we believe that students learn best when they are engaged in interdisciplinary studies and pushed to use higher order thinking skills, adapting their knowledge and understanding to conflicting perspectives and real-world scenarios. Our essential learning periods are our Integrated Studies blocks: Humanities and STEM. During these blocks, students design and conduct their own experiments and projects, explore divergent solutions and conclusions, and show their understanding of content through the development of their own evidence-based conclusions. When students take ownership over their education, it can yield a greater love for learning and academic success.

Data-Driven Small Group Learning: At Elm, we believe students learn best when instruction is tailored to their specific needs. Teachers will receive weekly training on data collection and analysis using standard-based grading and reading leveled assessments. Our schedule also creatively and strategically creates space for smaller class sizes including, splitting classes in half up to 2 hours a day and providing small group instruction up to 3 hours a day. Our staffing plan allows for a lead and associate teachers in every classroom, giving teachers the flexibility to implement a myriad of teaching options including parallel teaching, and co-teaching.

A Focus on Self-Exploration and Self-Awareness: We believe students learn best when they are self-aware, knowing what frustrates and motivates them in order to do their best throughout the day. At the foundation of successful collaborative learning must be social and emotional intelligence. Our schedule devotes considerable time guiding students through their emotions around failure, disagreements, and conflicts. The goal is to cultivate students' self-awareness so that they are able to articulate their feelings, preferences, and ideas with one another. The development of students' emotional intelligence will be nurtured through Yale's RULER program on Emotional Intelligence.

Creative Courses (Doing and Making to Think Differently): At Elm, we believe students learn best when they can make things with their hands and voices, experiencing topics through the arts. We aim to provide students with a well-rounded education through our Creative Courses, which consist of fine arts, chorus/vocal and music theory, woodwork/shop class, blocks, physical education and organized sports, and Spanish. Our schedule ensures that specials teachers are able to join collaborative planning meetings, as well as facilitate small groups of students who choose to present their knowledge through an arts project rather than an academic performance task

h. School Website Address

www.elmcharterschool.org

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

425

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

385

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 |

I. Charter Management Organization

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

| | Physical Address | Phone Number | District/CSD | Grades to be Served at Site for previous year (K-5, 6-9, etc.) | Grades to be Served at Site for coming year (K-5, 6-9, etc.) | Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No). |
|--------|---------------------------------------|--------------|--------------|--|--|--|
| Site 1 | 79-17 51st Avenue, Elmhurst, NY 11373 | 347-474-3288 | NYC CSD 24 | K-5 | K-5 | |

m1a. Please provide the contact information for Site 1.

| | Name | Title | Work Phone | Alternate Phone | Email Address |
|---|--------------------|------------------------|--------------|-----------------|--|
| School Leader | Priscilla Walton | Founder & Principal | 646-886-0234 | | priscilla.walton@elmcharterschool.org . |
| Operational Leader | Kimberly Placencia | Director of Operations | 646-886-1423 | | kimberly.placencia@elmcharterschool.org . |
| Compliance Contact | Priscilla Walton | Founder & Principal | 646-886-0234 | | priscilla.walton@elmcharterschool.org . |
| Complaint Contact | Kimberly Placencia | Director of Operations | 646-886-1423 | | hello@elmcharterschool.org . |
| DASA Coordinator | Priscilla Walton | Founder & Principal | 646-886-0234 | | priscilla.walton@elmcharterschool.org . |
| Phone Contact for After Hours Emergencies | Priscilla Walton | Founder & Principal | 646-886-0234 | | priscilla.walton@elmcharterschool.org . |

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)

[230626 Flnal CO 7917 51st Ave 11373.pdf](#)

Filename: 230626 Flnal CO 7917 51st Ave 11373.pdf **Size:** 484.8 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

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

Separate by semi-colon (;)

None

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 | Priscilla Walton |
| Position | Founder & Principal |
| Phone/Extension | 646-886-0234 |
| Email | priscilla.walton@elmcharterschool.org |

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

Responses Selected:

Yes

As outlined in ENTRY 10:

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

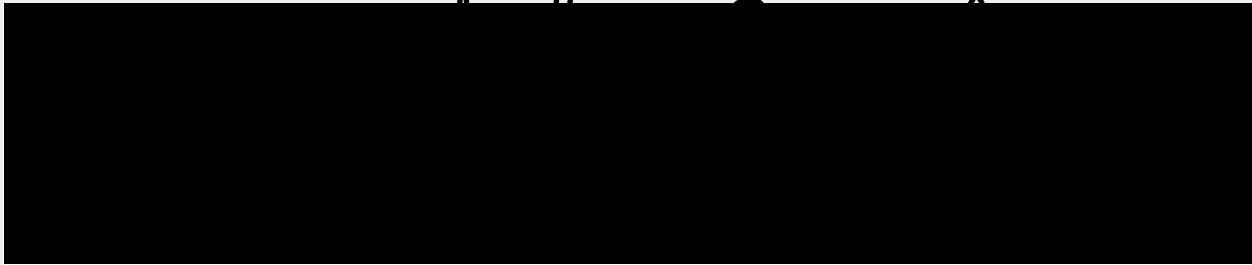
Responses Selected:

Yes

Signature, Head of Charter School

A black rectangular redaction box covers the signature. Above the box, the letters 'A', 'D', and 'I' are visible. A long, thin, wavy line extends from the right side of the redaction box.

Signature, President of the Board of Trustees

A black rectangular redaction box covers the signature. Above the box, the letters 'A', 'D', and 'I' are visible.

Date

Jul 26 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 2 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: Elm Community 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) | <u>https://elmcharterschool.org/resources/</u> |
| 2. Board meeting notices, agendas and documents | <u>https://elmcharterschool.org/elm-board/</u> |
| 3. New York State School Report Card | <u>https://elmcharterschool.org/resources/</u> |
| 4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY) | <u>https://elmcharterschool.org/resources/</u> |
| 5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo | <u>https://elmcharterschool.org/resources/</u> |
| 6. Authorizer-approved FOIL Policy | <u>https://elmcharterschool.org/resources/</u> |
| 7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List) | <u>https://elmcharterschool.org/resources/</u> |

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 42 | | | | |
| Academic Goal 43 | | | | |
| Academic Goal 44 | | | | |
| Academic Goal 45 | | | | |
| Academic Goal 46 | | | | |
| Academic Goal 47 | | | | |
| Academic Goal 48 | | | | |
| Academic Goal 49 | | | | |
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| 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 3 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.

2022-23 Accountability Plan Progress Report

Filename: 2022-23_Accountability_Plan_Progre_U3cCUYS.pdf Size: 1.1 MB

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.

Elm Corrective Action Plan FY23

Filename: Elm_Corrective_Action_Plan_FY23.pdf Size: 328.1 kB

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.

Elm - 2022-23-Audited-Financial-Statement

Filename: Elm_-_2022-23-Audited-Financial-Statement.xlsx Size: 174.2 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

Completed - Aug 2 2023 - 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 |
|--|-------------------------------------|--|--------------------------------------|
| | Priscilla Walton | priscilla.walton@elmcharter school.org | 646-886-0234 |

2. Audit Firm Contact Information

| | School Audit Contact Name | School Audit Contact Email | School Audit Contact Phone | Years Working With This Audit Firm |
|--|------------------------------|--|-------------------------------|---------------------------------------|
| | Mike Schall | mschall@saxllp.com | 212-268-2804 | 6 |

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 |
|--|-----------|-------------------|--------------------|--|--------------|--------------------|
| | Edtec | Leslie Rich | N/A | LRich@edtec.com | 917-997-4330 | 6 |

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Aug 2 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.

[Elm - 2023-24-Budget Submission](#)

Filename: Elm_-_2023-24-Budget_Submission.xlsx Size: 529.3 kB

[Elm - Budget-Narrative-Questionnaire FY24](#)

Filename: Elm_-_Budget-Narrative-Questionnaire_FY24.pdf Size: 39.5 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 2 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.

[Elm CCS Financial Close Forms](#)

Filename: Elm_CCS__Financial_Close_Forms.pdf Size: 4.2 MB

Entry 7 BOT Membership Table

Completed - Aug 2 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 | Zaineb Hussain | [REDACTED] | Chair | Academic Committee, Executive Committee | Yes | 2 | 07/01/2022 | 06/30/2023 | 8 |
| 2 | Anupa Jacob | [REDACTED] | Treasurer | Executive Committee, Finance Committee | Yes | 5 | 07/01/2022 | 06/30/2023 | 8 |
| 3 | Michael Dorcelly | [REDACTED] | Secretary | Academic Committee | Yes | 6 | 07/01/2022 | 06/30/2023 | 9 |
| 4 | Grace Yun | [REDACTED] | Trustee/Member | Academic Committee | Yes | 4 | 07/01/2022 | 06/30/2023 | 9 |
| 5 | Derian | [REDACTED] | Trustee/Member | Finance Committee, Development Committee | Yes | 1 | 07/01/2022 | 06/30/2023 | 6 |
| 6 | Pam Chan | [REDACTED] | Trustee/Member | Academic | Yes | 1 | 07/01/2022 | 06/30/2023 | 7 |

| | | | | | | | | | |
|---|--|--|--|-----------|--|--|--|--|--|
| | | | | Committee | | | | | |
| 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 | 6 |
| b.Total Number of Members Added During 2022-2023 | 1 |
| c. Total Number of Members who Departed during 2022-2023 | 1 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 7 |

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

6

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:

3

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 - Aug 2 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**.

[059 Board Meeting MINUTES 08](#)

Filename: 059_Board_Meeting_MINUTES_08.11.22_1.pdf Size: 84.6 kB

[063 Board Meeting MINUTES 11](#)

Filename: 063_Board_Meeting_MINUTES_11.17.22.pdf Size: 63.5 kB

[064 Board Meeting MINUTES 12](#)

Filename: 064_Board_Meeting_MINUTES_12.15.22.pdf Size: 64.0 kB

[062 Board Meeting MINUTES 10](#)

Filename: 062_Board_Meeting_MINUTES_10.27.22.pdf Size: 70.4 kB

[061 Board Meeting MINUTES 09](#)

Filename: 061_Board_Meeting_MINUTES_09.29.22_1.pdf Size: 77.4 kB

[065 Board Meeting MINUTES 01](#)

Filename: 065_Board_Meeting_MINUTES_01.26.23.pdf Size: 70.0 kB

[060 Board Meeting MINUTES 08](#)

Filename: 060_Board_Meeting_MINUTES_08.25.22_wFkF027.pdf Size: 78.2 kB

[066 Board Meeting MINUTES 02](#)

Filename: 066_Board_Meeting_MINUTES_02.16.23.pdf Size: 67.1 kB

[067 Board Meeting MINUTES 03](#)

Filename: 067_Board_Meeting_MINUTES_03.30.pdf Size: 56.9 kB

[069 Board Meeting MINUTES 05](#)

Filename: 069_Board_Meeting_MINUTES_05.25.23.pdf Size: 69.3 kB

[068 Board Meeting MINUTES 04](#)

Filename: 068_Board_Meeting_MINUTES_04.27.23.pdf Size: 68.5 kB

[070 Board Meeting MINUTES 06](#)

Filename: 070_Board_Meeting_MINUTES_06.29.23.pdf Size: 86.2 kB

Entry 9 Enrollment & Retention

Completed - Aug 2 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 | In order to recruit learners who represent district 24, Elm Community Charter School sought partnership with local preschools, daycares, and shelters. We have increased the number of students in our school community who currently reside in temporary housing through those partnerships. | This year, we continued to strengthen those partnerships as well as increase our bussing ads in the neighborhood to reach out to residents who travel the neighborhood by foot or public transportation. |
| English Language Learners | All marketing materials, information sessions, and presentations are translated in Spanish, which is spoken by over 50% of our learners and families in the neighborhood. We have increased our staff to include Spanish-speaking skills and held information sessions at daycares and pre-kindergarten centers in Spanish and Chinese. | Recruitment efforts this year have included partnership with local businesses (i.e. restaurants, community centers, religious institutions) that predominately speak languages representative of the community. |
| Students with Disabilities | We have spent more time speaking about our special education program, which includes four tiers of intervention, small group instruction, staffing model, and in-house counseling needs. | As we move forward this year, we continue to include the information regarding our services to learners with special needs in all materials. |

Good Faith Efforts To Meet Enrollment Retention Targets

| | Describe Retention Efforts in 2022-2023 | Describe Retention Plans in 2023-2024 |
|----------------------------|---|---|
| Economically Disadvantaged | We offer resources and supports to our students including free Hot Spots, laptops and tablets for every student, free breakfast, lunch, and snack, and counseling for all students identified as at-risk. | Given that our enrollment numbers in this category were sufficient this year, we will continue our efforts around the promotion / marketing of our program, the development of our supports, and the funding for additional resources to ensure equity. |
| English Language Learners | We continue to cultivate a program that integrates ELLs into the general education program while also providing intervention and small group supports depending on their language level and needs. This can include small conversational groups, strategic pairing of teachers, or additional intervention with a TESOL or Bilingual Certified Teacher. | Given that our enrollment numbers in this category were sufficient this year, we will continue our efforts around the promotion / marketing of our program, the development of our supports, and the funding for additional resources to ensure equity. |
| Students with Disabilities | Students with Disabilities are given 2-3 hours of small group instruction a day, with a mix of homogenous and heterogenous settings, but always based on their levels and needs. These various supports ensures student needs are met, parents are satisfied with student achievement, and enrollment is retained. | Given that our enrollment numbers in this category were sufficient this year, we will continue our efforts around the promotion / marketing of our program, the development of our supports, and the funding for additional resources to ensure equity. |

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 2 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/employee-fingerprint-oct19.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

Completed - Aug 2 2023 - 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.

5 Organizational Chart

Filename: 5_Organizational_Chart.pdf Size: 461.2 kB

Entry 13 School Calendar

Completed - Aug 2 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.

2023 - 2024 Calendars - Master Calendar

Filename: 2023 - 2024_Calendars - _Master_Calendar.pdf Size: 277.1 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

ELM COMMUNITY CHARTER SCHOOL

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to SUNY Charter School Institute on:

November 3, 2023

By: Priscilla Walton

**79-17 51st Avenue
Elmhurst NY 11373**

(347) 474-3288



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Priscilla Walton (Principal) and Kayla Cobb (Assistant Principal), 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) |
| Zaineb Hussain | Board Chair | Executive, Academic |
| Michael Dorcelly | Secretary | Executive, Academic |
| Anupa Jacob | Treasurer | Executive, Finance |
| Derian de la Torre | Member | Finance, Development |
| Pam Chan | Member | Academic |
| Grace Yun | Member | Academic |
| Kyla Chirico | Member | Development |

Priscilla Walton has served as the Founder & Principal since 2017.



SCHOOL OVERVIEW

Narrative description of the school, e.g., mission, when it opened, what grades served, number of students, demographic characteristics of students, etc. The description may also include key design elements or other unique aspects of the school program. In addition, this description should include a summary of any notable changes to the charter's academic program – especially those designed to accelerate learning to mitigate the effects of interrupted instruction caused by the COVID-19 pandemic.

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

| 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 | 48 | 78 | 56 | 55 | | | | | | | | | | 237 |
| 2021-22 | 45 | 51 | 74 | 53 | 52 | | | | | | | | | 275 |
| 2022-23 | 69 | 70 | 80 | 78 | 52 | 29 | | | | | | | | 378 |

GOAL 1: ENGLISH LANGUAGE ARTS

All students will be proficient readers and writers in English Language Arts.

BACKGROUND

The balanced literacy approach was chosen for Elm because of the structured workshops and explicit lessons providing all students a model of excellence, an opportunity to practice independently or in collaborative groups, and the dedicated time for teachers to provide 1:1 or small group support to meet the individual needs of students. This approach is foundational in gradually building our own literacy curriculum tailored for our students' specific needs and ultimately is aligned to our educational philosophy that emphasizes a balance of mastery and inquiry-based learning..

Starting in kindergarten, all students will receive at least two hours of literacy instruction each day and engage in the following literacy components: Writing Workshop, Phonics (K-2), Guided Reading, Close Reading (3-5), and Humanities.

Elm has created its own curriculum based off of Teachers College Writing Project (TCRWP) to support all students in becoming proficient writers. TCRWP employs a balanced literacy approach, is aligned to New York Next Generation Standards, and provides students with multiple opportunities throughout the day to strengthen their listening, speaking, reading, and writing skills in various forums. This is especially beneficial for our ELLs, whom we call our Emergent Bilingual Learners (EBLs), as they expand their receptive and expressive language skills.



Elm also builds in-house Humanities curriculum for K-5. Some of the program is adapted from Lavania's Insight Humanities program which teaches inquiry-based literacy through an in-depth study of content, followed by opportunities for students to use that content knowledge in support of mastering a life skill - such as debating skills, presentation skills, research skills, and storytelling skills. Our end goal with our humanities program is to cultivate student leaders with the capacity to express their ideas, opinions, and thoughts. Furthermore, our program highlights multiple modes of expression, valuing both written and spoken forms of expression.

Governing our rigor and programmatic direction are our ELA benchmark assessments and F&P assessments (grades 1-5). Each assessment provides different information on student understanding, misconceptions, and independent achievement levels. At the end of each quarter (cycle), leaders and teachers gather to analyze the data in order to determine new homogenous small groups (mastery), new heterogeneous small groups (inquiry), as well as identify at-risk learners who are in need of differentiated instruction or need to move up in RtI tiers of support. Additionally, assessments provide helpful information on the next cycle's priorities and teacher development foci.

This year, we expanded our staffing to include two interventionists, which allowed for greater diversity of small groups, as well as greater support in tier 3 of RtI, which requires a change in curriculum for learners still struggling in tier 2 (small groups).

ELEMENTARY ELA

ELA Measure 1 - Absolute

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

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

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

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|----------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/ IEP | Admin error | Medically excused | Other reason | |
| 3 | 72 | - | 2 | - | - | - | 4 | 78 |
| 4 | 50 | - | 1 | - | - | - | 1 | 52 |
| 5 | 32 | - | 0 | - | - | - | 0 | 32 |
| All | 154 | - | 3 | - | - | - | 5 | 162 |

Performance on 2022-23 State English Language Arts Exam

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | 72 | 40 | 56% | 57 | 32 | 56% |
| 4 | 50 | 27 | 54% | 42 | 26 | 62% |
| 5 | 32 | 24 | 75% | 30 | 24 | 80% |
| All | 154 | 91 | 59% | 129 | 82 | 64% |

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

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 | District 24 NYC Public Schools |

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.

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](#).



| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
|-----|--------------------|---------------|--------------------|---------------|
| 3 | 56% | 57 | 41% | 3528 |
| 4 | 62% | 42 | 45% | 3692 |
| 5 | 80% | 30 | 46% | 3602 |
| All | 64% | 129 | 44% | 10,822 |

ELA Measure 4 - Comparative

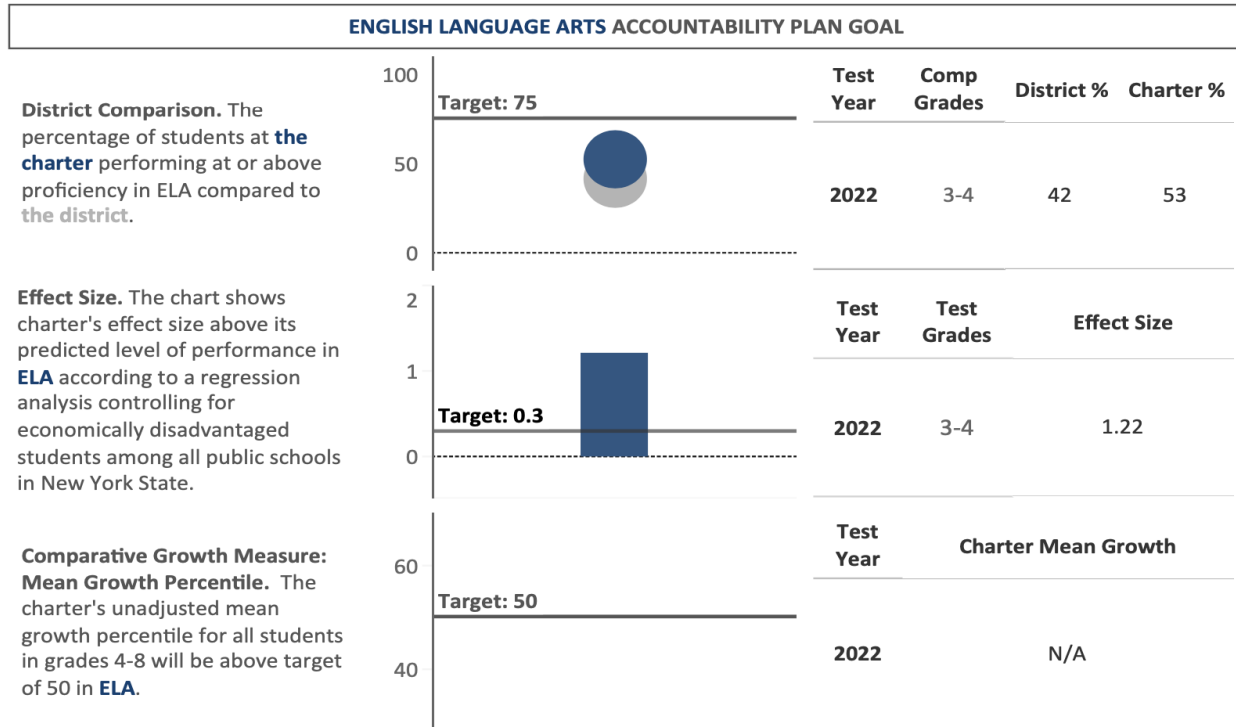
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public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

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

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



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT



2021-22 English Language Arts Comparative Performance by Grade Level

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.

ELA INTERNAL EXAM RESULTS

Aligned to Elm's balanced literacy approach, the School's assessments include ELA benchmarks as our indicator of success for mastery-based curriculum and program, and Fountas & Pinnell (F&P) as our indicator of success for our performative or inquiry-based curriculum and program.

F&P PROFICIENCY SCORES BY GRADE

| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|--------------|---------|---------|---------|---------|
| Kindergarten | 37% | 73% | 78% | 72% |
| 1st Grade | 44% | 42% | 53% | 59% |



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|-----------|-----|-----|-----|-----|
| 2nd Grade | 59% | 67% | 68% | 77% |
| 3rd Grade | 61% | 61% | 52% | 54% |
| 4th Grade | 69% | 66% | 68% | 65% |
| 5th Grade | 79% | 75% | 76% | 81% |

Based on the data, many of the grades (K-2, 4-5) grew >15% throughout the year, with each cycle's criteria increasing in rigor. For example, Kindergarteners achieve proficiency in cycle 1 when reaching a level A, but achieve proficiency in cycle 4 when reaching a level D. The two grades that showed little to no significant growth were second and third grade. Ongoing reflection throughout the year concluded a few factors that contributed to this lack of progress including: greater need for teacher development around standards-based teaching (vs. teaching to a question type), gaps of knowledge regarding differentiated instruction methods, and the makeup of new and novice teachers.

ELA BENCHMARK PROFICIENCY SCORES BY GRADE

| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|-----------|---------|---------|---------|---------|
| 2nd Grade | 8% | 25% | 16% | 28% |
| 3rd Grade | 8% | 29% | 46% | 36% |
| 4th Grade | 20% | 15% | 25% | 60% |
| 5th Grade | 22% | 16% | 22% | 63% |

According to the data, all grades increased the number of students achieving proficiency on ELA benchmarks by more than 20%. Assessments were adapted from Lavinia Group's passage materials that mimicked the New York State test, consisting of passages of different genres, multiple choice questions, and short response questions. After receiving the state test results, the leadership team believes that Elm's internal assessments are of appropriate rigor, with all components of the assessment closely aligned to the New York State standards and assessments. However, there is significant discrepancy between the third grade state test results and Elm's internal third grade benchmarks. This will require adjustments in the 2023-24 ELA benchmark assessments.

Another portion of our accountability plan is to consistently assess the effectiveness of our program by analyzing data of Elm students enrolled in our school for 2 or more years. The data below shows this subgroup for F&P testing results.

| | All Students | Enrolled in at least their Second Year |
|--------|--------------|---|
| Grades | | |



| | Percent Proficient ⁴ | Number Tested | Percent Proficient | Number Tested |
|-----|---------------------------------|---------------|--------------------|---------------|
| K | 72% | 69 | N/A | N/A |
| 1 | 59% | 70 | 68% | 37 |
| 2 | 76% | 80 | 78% | 45 |
| 3 | 54% | 78 | 53% | 57 |
| 4 | 65% | 52 | 71% | 45 |
| 5 | 83% | 29 | 85% | 27 |
| All | 67% | 378 | 71% | 211 |

According to this data, the School believes that our academic program is effective especially when students are enrolled in two or more years. We see that in all grades, there is a variance of increases in proficiency when students are enrolled in at least their second year at Elm. For example, in second grade, 59% of students are proficient, while 68% of students enrolled a minimum of 2 years achieved proficiency. Similarly, in 4th grade, while the data did not increase significantly over the cycles, 71% of students enrolled for a minimum of two years scored proficiency compared to 65% of students scoring proficiency

Overall, while not achieving our 80% goal in all grades, Elm continues to grow in reading levels in F&P as well as ELA benchmark assessments. Our focus on phonics instruction this year paired with data analysis protocols raised achievement in most grade levels. We plan to address all gaps of knowledge, teaching methods, and at-risk supports that significantly impacted the lack of achievement in all grades, but particularly third and fourth grade.

Overall, our end of year assessments showed:

- By the end of Kindergarten, 80% of learners should be reading at or above a Level D according to the Fountas & Pinnell Benchmark Assessment System. At the end of the Year 5, 72% of Kindergarten met this goal.
- By the end of First Grade, 80% of learners should be reading at or above a Level J according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 59% of First Graders met this goal.
- By the end of Second Grade, 80% of learners should be reading at or above a Level M according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 76% of Second Graders met this goal.
- By the end of Third Grade, 80% of learners should be reading at or above a Level P according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 54% of Third Graders met this goal.
- By the end of Fourth Grade, 80% of learners should be reading at or above a Level S according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 65% of Fourth Graders met this goal.

⁴ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.



- By the end of Fifth Grade, 80% of learners should be reading at or above a Level V according to the Fountas & Pinnell Benchmark Assessment System. At the end of Year 5, 83% of Fifth Graders met this goal.

SUMMARY OF THE ELA GOAL

| 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. | Not Met |
| 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. | Met |
| 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. | Met |
| 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 |

EVALUATION OF ELA GOAL

Brief narrative highlighting results in the data tables above that directly addresses each measure.

Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Overall, Elm did not meet the first goal of all grades achieving 75% proficiency (specifically, students who are enrolled in at least their second year). Elm's fifth grade students did exceed this goal by 5% with 80% proficiency across the grade. Fourth grade fell below the goal by 13% with 62% proficiency. Third grade achieved 56%, falling 19% below the goal.



There were a variety of factors that contributed to the achievement of these state scores, including a change in mastery-based curriculum, teacher development regarding daily data analysis, and flexible and responsive small group instruction based on daily data analyzed. While achievement scores increased and yielded decent results, there is still much work to do within each grade. This includes alignment of curriculum and assessments to a clear scope and sequence of standards, the data does show growth over time, with fifth grade exemplifying the strongest proficiency data compared to third grade.

ELA ACTION PLAN

Overall, we found that the strongest levers in student achievement were our consistent data analysis protocols and practice, our flexible and responsive small group instruction based on data collected daily, and our curriculum called Close Reading. However, we want to address the gaps of knowledge that were also present in content, instructional practice, and teacher knowledge.

Standards-based Teaching: While all our curriculum and assessments were standards aligned, there was a lack of alignment of standards across multiple curriculum. Thus, for the 2023-24 school year, a scope and sequence of the ELA standards was created. All assessments and curriculum align to these standards, ensuring that standards are addressed through multiple curriculum, and ultimately mastered strategically throughout the year.

Data Analysis: During our End of Year Reflection, teachers voiced that much of their high level teaching happened when data was collected and analyzed daily in order to produce strong differentiated instruction. In the 2023-24 school year, we created informal weekly data trackers and data analysis methods that ensured regular analysis in order to empower teachers to create responsive instruction on a daily basis. Additionally, within the school schedule, more opportunities for data analysis meetings in both grade-level and individual meetings. Finally, In the 2022-23 school year, we focused our efforts on building out a robust phonics program and training. In the 2023-24 school year, we will focus on creating standardized informal and formal assessments in order to track phonics mastery.

Teacher Development: There were several gaps of knowledge and teaching methods that were observed throughout the 2022-23 school year. With more than 80% staff returning in the 2023-24 school year, the leadership team created the school's annual priorities and Professional Development calendar to reflect the gaps noticed. We believe that by addressing the below gaps through engaging workshops / training, coaching, and study meetings, we can continue to increase proficiency levels at our school.

- Gaps of Knowledge: Across the grades, there were gaps in content knowledge. We plan to address this with regular unit launches focused on standards and content misconceptions.
- Differentiated Instruction: Across the grades, there was a lack of differentiated instruction methods. We plan on teaching common and effective teaching methods that are data-driven and scaffold instruction for at-risk learners.
- Standards-based Teaching: Across the grades, we noticed teaching was often focused on procedural understanding rather than conceptual understanding. We plan on training teachers



on standards in order to create standards-based questions that lead to conceptual understanding.

GOAL 2: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

Elm will utilize two main components for Math: Cognitively Guided Instruction (CGI) and Math Workshop. During the 2022-23 school year, learners in each grade will have approximately 90 minutes of math instruction three days a week.

CGI is an inquiry-based math program that will operate in direct alignment with New York State's Common Core Learning Standards for Mathematics, which are based on the Common Core State Standards for Mathematical Practice.

Math Workshop is a mastery-based academic component that will teach learners fundamental math skills. The focus of this curriculum is on learners building a strong conceptual foundation that they can use to solve problems in their everyday experiences. The curriculum will be tailored from EngageNY in Grades Kindergarten through 4, to have a greater emphasis on mastering math skills, and Context for Learning Mathematics in Grade 5.

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 | 75 | - | 3 | - | - | - | - | - | 78 |
| 4 | 49 | 1 | 2 | - | - | - | - | - | 52 |
| 5 | 32 | - | 0 | - | - | - | - | - | 32 |
| All | 156 | 1 | 5 | - | - | - | 4 | - | 162 |



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 | 75 | 44 | 59% | 61 | 40 | 66% |
| 4 | 49 | 30 | 61% | 42 | 28 | 67% |
| 5 | 32 | 23 | 72% | 30 | 23 | 77% |
| All | 156 | 97 | 62% | 133 | 91 | 68% |

Math Measure 2 - Absolute

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

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

Math Measure 3 - Comparative

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

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

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

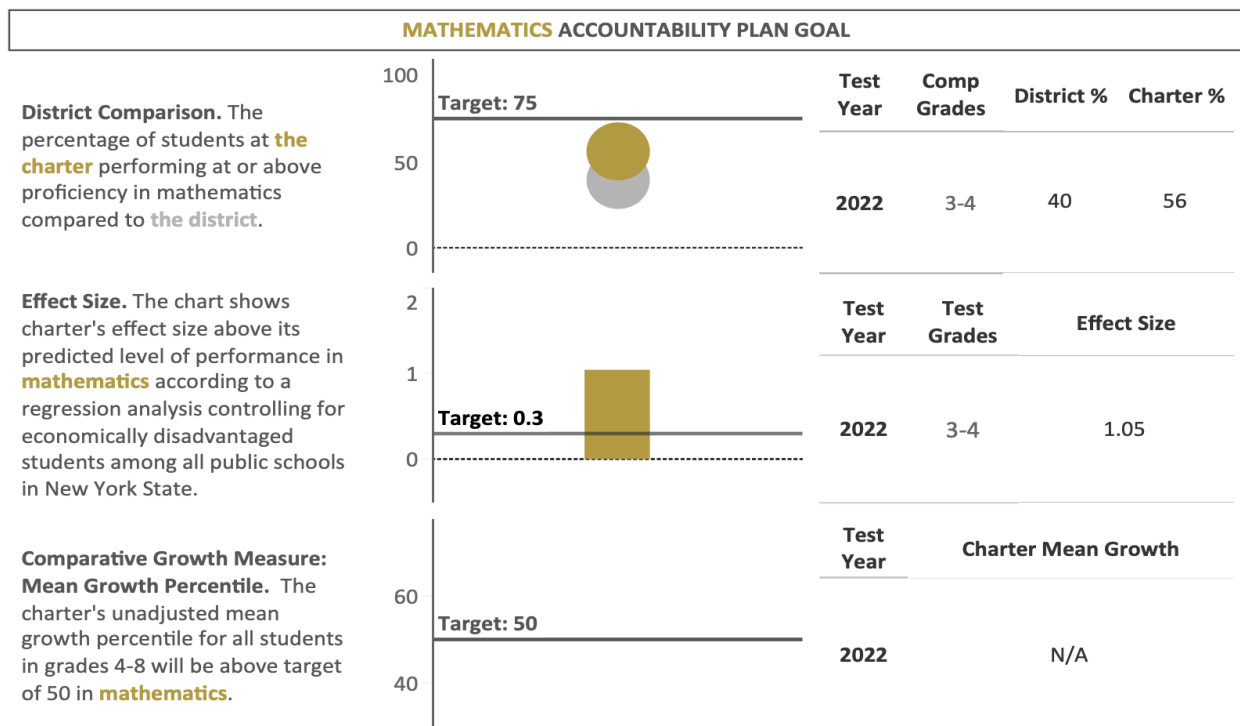
| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|---------------|-----------------------------------|---------------|
| | Charter School Students In At Least 2 nd Year | | District 24 NYC Public Schools | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 66% | 40 | 47% | 3,802 |
| 4 | 67% | 28 | 46% | 3,966 |
| 5 | 77% | 23 | 47% | 3,859 |
| All | 68% | 91 | 47% | 11,627 |



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.



Math Measure 5 - Growth

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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: Math Benchmark

By the end of each grade level, 80% of learners should demonstrate proficiency on the Math Benchmark Assessments. The table below shows this end of year data.

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|---------------------------------|---------------|--|---------------|
| | Percent Proficient ⁵ | Number Tested | Percent Proficient | Number Tested |
| K | 97% | 69 | N/A | N/A |
| 1 | 86% | 70 | 84% | 38 |
| 2 | 44% | 80 | 48% | 43 |
| 3 | 62% | 78 | 68% | 59 |
| 4 | 54% | 52 | 56% | 45 |
| 5 | 62% | 29 | 67% | 27 |
| All | 68% | 378 | 65% | 212 |

Overall, at the end of Year 5, the end of year Math Benchmark assessments showed:

- 97% of all Kindergarteners demonstrated proficiency, exceeding the goal by 17 percentage points.
- 86% of all First Graders demonstrated proficiency, exceeding the goal by 6 percentage points. Those enrolled for at least their second year exceeded the goal by 4 percentage points.
- 44% of all Second Graders demonstrated proficiency, 36 percentage points below the goal. Those enrolled for at least their second year were 32 percentage points below the goal.
- 62% of all Third Graders demonstrated proficiency, 18 percentage points below the goal. Those enrolled for at least their second year were 12 percentage points below the goal.
- 54% of all Fourth Graders demonstrated proficiency, 26 percentage points below the goal. Those enrolled for at least their second year were 24 percentage points below the goal.

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

- 62% of all Fifth Graders demonstrated proficiency, 18 percentage points below the goal. Those enrolled for at least their second year were 13 percentage points below the goal.
- All students were 12 percentage points below the goal, and those enrolled for at least their second year were 15 percentage points below the goal.

The table below shows the proficiency rates for each grade level throughout the 2022-2023 school year.

| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|--------------|---------|---------|---------|---------|
| Kindergarten | 65% | 87% | 85% | 97% |
| 1st Grade | 25% | 62% | 63% | 86% |
| 2nd Grade | 14% | 43% | 47% | 44% |
| 3rd Grade | 33% | 42% | 22% | 62% |
| 4th Grade | 45% | 28% | 28% | 54% |
| 5th Grade | 50% | 82% | 63% | 62% |

- Kindergarten and 1st Grade show strong growth throughout the school year, with both grades exceeding the goal by the end of Cycle 4.
- Although 2nd grade made 30 percentage points worth of growth throughout the school year, performance from Cycle 2 through Cycle 4 shows negligible growth, ending the year furthest from our goal. This data highlights a need for intervention.
- 3rd to 5th grades show varied performance with some improvements and declines, suggesting a need for target support and consistent monitoring of student performance.

ACTION PLAN

For the 2023-24 school year, Elm plans to implement the following changes to respond to this data, building on the strengths from last year while aligning with our core design elements and educational goals.

- **Station Teaching:** In the 2022-23 school year, we implemented station teaching in Kindergarten and 1st Grade, which we attribute to the high performance in those grade levels. Recognizing the positive impact that station teaching had on student performance in Kindergarten and 1st grade, we will continue this practice in the 2023-24 school year. This instructional strategy, which uses small groups, aligned to one of our school's key design elements, allows for differentiated instruction that meets learners at their individual levels. Through station teaching, learners have the opportunity to engage with diverse learning activities, tailored to specific skill sets, to foster a deep understanding and a more meaningful learning experience. We aim to continue refining this approach to optimize learner engagement and academic outcomes.
- **Targeted Teaching Time (TTT):** Targeted Teaching Time will be regularly incorporated into all Math Workshop lessons. TTT is designed to provide focused instruction where teachers can



provide individualized support to learners who are struggling with particular concepts. This dedicated time allows for the application of targeted interventions, identifying, and addressing individual learning gaps. With ongoing assessments and strategic planning, our teachers will be equipped to deliver more effective, individualized coaching that aligns with our goals.

- **Unit Launches & Adult Intellectual Preparation:** Elm leaders will facilitate unit launches at the beginning of each unit to ensure teachers are well-versed in the upcoming standards. Unit launches will provide teachers with a deep dive into the content and standards that will be addressed. During unit launches, teachers will unpack the complexity of standards and begin to develop comprehensive plans to ensure a complete implementation of the lessons. Unit launches should essentially ensure teachers are as confident in their knowledge as they are competent in their teaching, setting the stage for a successful learning experience for our learners.

SUMMARY OF THE MATHEMATICS GOAL

| 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. | Not Met |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Met |
| 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. | Met |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | N/A |

EVALUATION OF THE MATHEMATICS GOAL

In Grade 3, 66% of all learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst these learners in at least their second year at Elm, 13% were Emergent Bilingual Learners and 7% received Special Education services.

In Grade 4, 67% of learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst the learners in at least their second year at Elm, 10% were Emergent Bilingual Learners and 7% received Special Education services.



In Grade 5, 77% of learners in at least their second year at Elm received a proficient score on the Mathematics Exam. Amongst the learners in at least their second year at Elm, 10% were Emergent Bilingual Learners and 3% received Special Education services.

The results indicate that Elm did not meet the accountability goal of 75% of learners in their second year achieving proficiency in Grades 3 and 4. Specifically, in Grade 3, the proficiency level was 9% below the goal, while in Grade 4, it was 8% below. However, a notable success was achieved in Grade 5, where the proficiency rate surpassed the goal by 2%.

Despite not meeting the goal for Measure 1, Elm met our goal for Measure 3, outperforming District 24 Public Schools in Grade 3, 4, and 5. In comparison with district outcomes, Elm surpassed the district's performance by 19% in Grade 3, 21% in Grade 4, and by an impressive 30% in Grade 5.

Moreover, Elm showed a year-to-year improvement in test scores. For learners enrolled in at least their second year, Grade 3 saw a significant increase of 13% in the proficiency rate and Grade 4 saw a 7% increase.

While Elm is not meeting all of the accountability goals, we feel that we have made progress throughout dedication to small group instruction in mathematics, which facilitates personalized and focused learning. We also put a heightened emphasis on short response questions that compel learners to consistently elaborate on their mathematical understanding.

MATHEMATICS ACTION PLAN

Curriculum: In the 23-24 school year, Elm plans to deepen learners' conceptual understanding of mathematics by extending the Context for Learning curriculum to Grades 3 and 4, building on the proven effectiveness within Grade 5 in the 22-23 school year. To ensure a smooth transition, the school will provide professional development to teachers on the new curriculum before the start of each new unit and throughout the cycle.

Supports for At-Risk Learners: With the early identification of at-risk learners as a priority, Elm will use each cycle of internal benchmark assessments to identify learners who may need additional support. Targeted plans will be developed, drawing on strategic teaching methods and interventions. These plans will be delivered by interventionists and homeroom teachers, ensuring at-risk learners receive focused attention through one-on-one and small group settings, aligning to our school's key design element of small group instruction.

Small Group Instruction: We plan to maintain our focus on targeted small group instruction for math, which has proven to be effective and aligned to the school's key design elements. Within these small groups, instruction is tailored to match the individual proficiency levels of the learners, ensuring that each learner receives support that is most relevant to their needs. For those learners who face the greatest challenges, our approach includes the possibility of using an alternative curriculum that better suits their learning requirements.



GOAL 3: SCIENCE

Students will demonstrate competency in the understanding and application of the scientific method to design, conduct, and analyze experiments, and represent conclusions.

BACKGROUND

Elm's engaging science curriculum will be inquiry and project-based. The curriculum will build students' foundational science skills by completing experiments that will answer scientific questions related to life, earth, and physical science. Currently, Elm has adopted Amplify as our science curriculum due to its emphasis on experiments and inquiry-based learning, as well as its direct alignment to New York State's CCLS and Next Generation Science Standards (NGSS). Pacing calendars, assessments, units and lessons will be developed in-house and eventually achieve horizontal alignment with Humanities.

ELEMENTARY 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 Grade 4 Science Test was not administered in Spring 2023 to facilitate the transition to the new Grade 5 Elementary-level Science Test, which aligns with the new NYS P-12 Science Learning Standards.

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 Grade 4 Science Test was not administered in Spring 2023 to facilitate the transition to the new Grade 5 Elementary-level Science Test, which aligns with the new NYS P-12 Science Learning Standards.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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



ADDITIONAL CONTEXT AND EVIDENCE

In lieu of state tests, Elm administers Science Benchmarks at the end of every cycle to assess learner proficiency on relevant Next Generation Science Standards. The table below shows the results of these benchmarks.

| | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
|---|---------|---------|---------|---------|
| K | 83% | 88% | 85% | 88% |
| 1 | 53% | 54% | 60% | 64% |
| 2 | 55% | 71% | 73% | 74% |
| 3 | 62% | 42% | 81% | 56% |
| 4 | 24% | 74% | 73% | 78% |
| 5 | 79% | 89% | 90% | 98% |

- In Kindergarten, the data shows consistent, high performance throughout the school year.
- In Grade 1, there were initial challenges with only 53% of learners achieving proficiency in Cycle 1. However, there was a gradual improvement across the cycles, ending with 64% proficiency. Although the improvement trajectory is positive, there may be areas for curriculum development or instructional support.
- Grade 2 started with 55% proficiency in Cycle 1, but showed a substantial increase in Cycle 2, reaching 71% and maintaining a steady rise to 74% by Cycle 4.
- Grade 3, showed varying performance throughout the year, with a big drop from 62% proficiency in Cycle 1 to 42% proficiency in Cycle 2, then another drop from 81% proficiency in Cycle 3 to 56% proficiency in Cycle 4. This fluctuation was due to teacher inconsistencies affecting these classes of learners.
- Grade 4 showed an initial concern, beginning at 24% proficiency in Cycle 1, the lowest across all grades and cycles. However, it exhibited a remarkable turnaround reaching 74% proficiency in Cycle 2 and growth to 78% proficiency by Cycle 4.
- Grade 5 excelled throughout the school year, starting strong at 79% proficiency, steadily improving, and ultimately achieving an impressive 98% proficiency by Cycle 4.

ACTION PLAN

In light of the strong test results from the STEM benchmarks in the 22-23 school year, Elm will maintain the implementation of best practices, which have significantly contributed to these outcomes. Among these practices, we will put a strong focus on the Next Generation Science Standards (NGSS) and strong plans for the targeted teaching time.



Building on the strong foundation of the NGSS attained during the 22-23 school year, in the 23-24 teachers will launch units collaboratively to deepen their collective understanding of the NGSS intricacies. This collaborative approach may enhance the consistency and fidelity of standards across classrooms, addressing the performance fluctuations observed in Grade 3 and ensuring steady growth in Grades 2 and 5. Further, the Science and Engineering Practices embedded within the NGSS will be a primary focus, to ensure that learners are not only learning the content, but also how to think and act like scientists and engineers.

In addition to these curricular strategies, there will be more focus on the targeted teaching time. This strategy ensures that teachers are equipped to identify learners who are struggling and to design targeted support for these learners within each lesson.

By continuing to use these effective practices, Elm is well-positioned to build on the successes of the previous years in STEM, addressing any areas of need and enhancing the overall educational program to benefit all learners.

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 | Good Standing |

ADDITIONAL CONTEXT AND EVIDENCE

Elm Community Charter School ensures that all state reporting, city reporting, and accountability reports are provided in a timely manner.





Elm Community

CHARTER SCHOOL

October 23, 2023

2023-001 – Significant Audit Adjustments

Criteria: The School is responsible for maintaining the books and preparing the financial statements so that they are in accordance with Generally Accepted Accounting Principles.

Condition: The auditor proposed two significant adjustments. One was related to accruing payroll at year-end. The other was to adjust New York City rental assistance revenue.

Cause: The School's accounting department did not correctly perform year-end account analysis on a timely basis before closing the books.

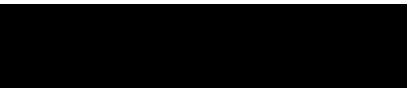
Effect: Significant audit adjustments were required to accurately record payroll and revenue properly.

Recommendation: We recommend that the School institute steps to ensure that such accounting functions are performed more timely and accurately.

Views of Responsible Officials: See management corrective action plan attached.

Management Response:

The accounting entries in question were included in the year-end financials and communicated to the board and school management, so the school was operating off of the correct financials. However, regrettably, these two items were incorrectly accrued in the final trial balance provided to the auditors as a result of an internal error. In the future, EdTec will diligently review the final trial balance and ensure it aligns with the year-end financials before delivering to the auditors.



Priscilla Walton

Founder and Principal



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 NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Elm Community Charter School
2. Trustee's name (print): Zaineb Hussain
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Board chair
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|---------|---|--|--|
| | <u>None</u> <i>Please write "None" if applicable. Do not leave this space blank.</i> | | |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|------------------------------|---|---|---|
| <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> | | | | |

Signature

Date



FOR INSTITUTE USE ONLY

FILING FOR SCHOOL
YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ___Elm Community Charter School_____
2. Trustee's name (print): ___Anupa Jacob_____
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
___Board member and Treasurer_____
4. Home Address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ___Yes. ___X___No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|---------|--|--|--|
| None | None | None | None |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust,

non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|--|-------------------------------------|--|--|--|
| None | None | None | None | None |



Signature

7/26/23

Date

Form Revised November 16, 2015



| |
|-------------------------------|
| FOR INSTITUTE USE ONLY |
| FILING FOR SCHOOL YEAR: _____ |
| DATE RECEIVED: _____ |

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ELM COMMUNITY CHARTER SCHOOL
2. Trustee's name (print): MICHAEL ELIEL DORCELLY
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
SECRETARY; ACADEMIC COMMITTEE
4. Home address: 3 JENNIFER COURT, NEW HEMPSTEAD, NY 10977
5. Business Address: 1230 ZEREGA AVENUE, BRONX, NY 10462 ●
6. Daytime phone: 845-548-7859
7. E-mail: MICHAEL.E.DORCELLY@GMAIL.COM
8. Is Trustee an employee of the education corporation? ____Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|---------|--|--|--|
| NONE | NONE | NONE | NONE |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|------------------------------|---|---|---|
| NONE | NONE | NONE | NONE | NONE |



Signature

07 / 26 / 2023

Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Elm Community Charter School
2. Trustee's name (print): Derian De La Torre
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Development Committee Chair
4. Home address: [REDACTED]
5. Business Address: _____
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? ____Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|--|--|--|--|
| | None | | |
| <i>Please write "None" if applicable. Do not leave this space blank.</i> | | | |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|--|------------------------------|---|---|---|
| <div>None</div> <div>Please write "None" if applicable. Do not leave this space blank.</div> | | | | |



Signature

07/26/2023

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ELM Community Charter School
2. Trustee's name (print): Grace Yun
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date. _____
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|--|--|--|--|
| <div>Please write "None" if applicable. Do not leave this space blank.</div> <div>NONE</div> | | | |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|------------------------------|---|---|---|
| Please write "None" if applicable. Do not leave this space blank. | | | | |
| None | | | | |

Signature

Date

7/26/23



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


1. Name of education corporation: Elm Community Charter School
2. Trustee's name (print): Pamela Chin
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Academic Committee
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)) |
|---|--|--|--|
| None | None | None | None |
| Please write "None" if applicable. Do not leave this space blank. | | | |

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

| Entity Conducting Business with the Education Corporation | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|------------------------------|---|---|---|
| None | None | None | None | None |
| Please write "None" if applicable. Do not leave this space blank. | | | | |


 Signature

7/24/23
 Date



Minutes of Fifty-Ninth Board Meeting

The fifty-ninth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **August 11, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Anupa Jacob |
| Debbie Thomas | |
| Prijo Thomas | |
| Zaineb Hussain | |
| Michael Dorcelly | |
| Grace Yun | |
| Priscilla Walton* | |
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| | |

The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 058 Meeting Minutes
 - **Board unanimously approves.**
- Motion to approve extension of terms for current Board Members
 - Chris Kong (12/31/22)
 - Debbie Thomas (12/31/22)
 - Michael Dorcelly (6/30/23)
 - Prijo Thomas (12/31/22)
 - Grace Yun (6/30/24)
 - **Board unanimously approves.**

II) FINANCE UPDATE

- No Finance Update/Summary for June
- Soft close for the month
- Hard close financial statements will be available for the August meeting and will include the financials from June and July

III) ELM UPDATES

- Facilities
 - Temporary Certificate of Occupancy was approved
 - We've officially moved in!
- Teacher institute begins 8/15/22
 - We have 26 new teachers
 - Week 1 focus is community building
 - Week 2 focus is academic
- Charter Renewal
 - Renewal application is due 8/15/22
 - Curriculum and documentation will be submitted August-September
 - Walk thru in October
 - December-February they may speak to board members and will vote.

IV) BOARD DEVELOPMENT

- Think thru your networks for people who can serve on our board as
 - board development
 - people with networks
 - lawyer

V) UNION UPDATES [EXECUTIVE SESSION]

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 8:10 P.M.**



Minutes of Sixty-Third Board Meeting

The sixty-third board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **November 17, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Anupa Jacob |
| Debbie Thomas | Grace Yun |
| Michael Dorcelly | |
| Zaineb Hussain | |
| Prijo Thomas | |
| Derian De La Torre | |
| Priscilla Walton* | |
| Leslie Rich** | |
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| | |

The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.

**L. Rich, representative from EdTec, is a non-board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 062 Board Meeting Minutes
 - **Board unanimously approves.**
- Motion to approve Pam Chan to ECCS Board, effective January 01, 2023.
 - **Board unanimously approves.**
- Motion to reschedule December 2022 ECCS Board Meeting to 12/15/2022
 - **Board unanimously approves.**

II) FINANCE UPDATE

- Personnel contains vacancies and lowered instructional salaries due salary negotiations
- Benefits & Insurance savings from vacancies
- Administrative Expense lower due to furniture expense captured as fixed asset rather than direct expense
- Facilities negative variance driven by moving costs
- Current Assets: grant receivables; security deposits for current and permanent space
- Current Liabilities: ESSER & Per Pupil revenue deferment
- Current forecast and cash projection show school to maintain overall financial health through the end of the year

III) ELM UPDATES

- *School Culture*
 - ECCS enjoyed morale boosting activities such as Character Day, Unity Day, and field trips to a local farm
- *Academics*
 - New initiatives in inquiry math being spearheaded by school staff

IV) UNION UPDATES [EXECUTIVE SESSION]

V) BOARD DEVELOPMENT

- ECCS in search of upcoming board candidates in expertise of fundraising, networking, finance, and board development.

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 09:20 P.M.**



Minutes of Sixty-Fourth Board Meeting

The sixty-fourth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **December 15, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Anupa Jacob |
| Debbie Thomas | Derian De La Torre |
| Michael Dorcelly | |
| Zaineb Hussain | |
| Prijo Thomas | |
| Grace Yun | |
| Priscilla Walton* | |
| Leslie Rich** | |
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| | |

The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.

**L. Rich, representative from EdTec, is a non-board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 063 Board Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE

- Per Pupil & State revenue reduced in proportion to enrollment
- Personnel contains vacancies and lowered instructional salaries due salary negotiations
- Benefits & Insurance savings from vacancies
- Administrative Expense lower due to equipment and furniture expense captured as fixed asset rather than direct expense
- Professional Development under spent YTD on general PD
- Facilities negative variance driven by moving costs
- Current forecast and cash projection show school to maintain overall financial health through the end of the year

III) ELM UPDATES

- *School Culture*
 - Winter showcase hosted, highlighting student performances across movement, visual art, and music.
 - Large parent and family turnout for the event.
 - Families showcase the holidays they celebrate (from all over the world).
- *ECCS Board*
 - Derian De La Torre and Pamela Chin to join ECCS Board in January 2023.
 - Prijo Thomas' term on ECCS Board comes to an end December 2022.

IV) UNION UPDATES [EXECUTIVE SESSION]

V) BOARD DEVELOPMENT

- ECCS in search of upcoming board candidates in expertise of fundraising, networking, finance, and board development.

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 07:57 p.m.**



Minutes of Sixty-Second Board Meeting

The sixty-second board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **October 27, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Zaineb Hussain |
| Debbie Thomas | |
| Michael Dorcelly | |
| Grace Yun | |
| Anupa Jacob | |
| Prijo Thomas | |
| Priscilla Walton* | |
| Leslie Rich** | |
| Mike Schall** | |
| Derian De La Torre*** | |
| | |
| | |

The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.

**L. Rich & L. Schall support via financial and audit consulting, respectively. (non-voters).

***Derian De La Torre is a newly voted ECCS Board Member (*to go in effect November 2022*).



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 061 Board Meeting Minutes
 - **Board unanimously approves.**
- Motion to approve 2021 Financial Audit
 - **Board unanimously approves.**
- Motion to approve Derian De La Torre into ECCS Board (*effective November 2021*)
 - **Board unanimously approves.**

II) FINANCE UPDATE

- *Audit Report Summary*
 - School cash-on-hand balance is positive.
 - Expenditure reports showing bulk of expenses support the school's program.
 - Audit recommendations focus on review and adjusting school fiscal policies.
 - *Next steps:* Finance Committee & edtec to review and update of Financial Policies and Procedures in response to audit recommendations
- *September 2022 Updates*
 - Benefits & Insurance savings from personnel vacancies
 - Misc. includes \$279k of unclassified expense to be redistributed into other categories
 - Per Pupil slight positive variance due to SpEd >60%
 - P. Walton & edtec to work on rebudgeting to account for changes in student enrollment

III) ELM UPDATES

- *School Climate*
 - ECCS celebrated Unity Day; Begun Peer-Talk events
- *SUNY Renewal Interview*
 - Conducted on Tuesday, 10/24/2-22
 - Report to be prepared in time for February-March 2023
 - Committee will meet—school leaders/potentially Board members to be present
 - Vote to take place after Committee meets with SUNY Board
 - SUNY Renewal action steps
 - Creating greater flexibility and differentiation for teachers
 - Supporting teachers with teacher certification process
 - Invite them to significant events!



V) UNION UPDATES [EXECUTIVE SESSION]

VII) FACILITIES UPDATE

- Punchlist continues to be worked on (electricians active in building week of 10/24)
- Primary internet line completed
- Additional CTS work to be completed

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:25 P.M.**



Minutes of Sixty-First Board Meeting

The sixty-first board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **August 29, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | |
| Debbie Thomas | |
| Prijo Thomas | |
| Zaineb Hussain | |
| Michael Dorcelly | |
| Grace Yun | |
| Anupa Jacob | |
| Priscilla Walton* | |
| Pamela Chin** | |
| Derian De La Torre** | |
| | |
| | |

The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.

**P. Chin & D. De La Torre are potential ECCS Board candidates (non-voters).



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 060 Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE (*from Leslie Rich and Adnan Vandyck of edtec*)

- Positive variance due to increases in SpEd student enrollment
- Benefits & Insurance savings from vacancies
- *Current asset breakdown*
 - Current Assets include FY21 & FY22 receivables
 - Other Assets include security deposits for current and permanent space
 - Current liabilities includes ESSER & per pupil revenue deferment

III) ELM UPDATES

- *Facilities*
 - Fire alarm inspection passed for Certificate of Occupancy
 - (should arrive in few months)
 - Building of facilities with respects to electrical construction, pipe maintenance, etc.
- *SUNY Renewal*
 - ECCS Board meets with SUNY on 10/25/2022
 - Renewal application submitted and revisions have begun
- *2022 NYS State Exam results for ECCS*
 - **53%** of Elm learners passed the 3rd Grade ELA Test.
 - **55%** of Elm learners passed the 3rd Grade Math Test.
 - Elm **exceeded** District 24's overall proficiency for both ELA & Math.
 - +9% in ELA
 - +13% in Math
 - **58%** of Elm learners passed the 4th Grade ELA Test.
 - **55%** of Elm learners passed the 4th Grade Math Test.
 - **92%** of Elm learners passed the 4th Grade Science Test.
 - Elm **met our accountability goal** of 75% proficiency in Science, exceeding the goal by 17%.
 - Elm **exceeded** District 24's overall proficiency for both ELA & Math.
 - +16% in ELA
 - +18% in Math

IV) UNION UPDATES [EXECUTIVE SESSION]

V) Q&A from Potential Board Members



Elm Community Charter School

Board Meeting #61

Sep 29, 2022

7:30 p.m.

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 09:24 P.M.**



Minutes of Sixty-Fifth Board Meeting

The sixty-fifth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **January 26, 2023 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Anupa Jacob |
| Debbie Thomas | |
| Michael Dorcelly | |
| Zaineب Hussain | |
| Grace Yun | |
| Pamela Chin | |
| Derian De La Torre | |
| Priscilla Walton* | |
| Leslie Rich** | |
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The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.

**L. Rich, representative from EdTec, is a non-board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 064 Board Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE

- Per Pupil & State revenue reduced in proportion to enrollment
- Personnel contains vacancies and lowered instructional salaries due salary negotiations
- Benefits & Insurance savings from vacancies
- Administrative Expense lower due to equipment and furniture expense captured as fixed asset rather than direct expense
- Professional Development under spent YTD on general PD
- Facilities negative variance driven by moving costs
- Current Assets include grant receivables
- Other Assets include security deposits for current and permanent space
- Current Liabilities includes ESSER & Per Pupil revenue deferment
- Current forecast and cash projection show school to maintain overall financial health through the end of the year

III) GENERAL UPDATES

- *School Culture*
 - Celebratory events such as Pajama Day (including family-led donations), Lunar Year, and MLK Day
 - Fun, interactive debate programming in humanities courses
- *ECCS Board*
 - Debbie Thomas transitions to Friends of ECCS Board
 - Pam Chin and Derian De La Torre join January 2023
 - 3 potential candidates to join ECCS board with development
- *Facilities*
 - Lighting in all school spaces finalized
 - Primary fiber-optic internet line installed
 - Still awaiting Temporary Certificate of Occupancy
- *SUNY renewal*
 - SUNY recommends 5-year renewal on January 24, 2023
 - Vote to take place on February 23, 2022
- *Academic*
 - Cycle 1 and Cycle 2 series conducted.



- ECCS instructional team to strategize teaching adjustments to get to 80% F&P proficiency benchmark, paying particularly close attention to EBLs and students with IEPs.
- Walkthrough by Academic Committee took place on W, 01/25/2022. Committee to draft report to present to board.
- *Union [Executive Session]*

V) BOARD DEVELOPMENT

- ECCS in search of upcoming board candidates in expertise of fundraising, networking, finance, and board development.

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:34 p.m.**



Minutes of Sixtieth Board Meeting

The sixtieth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **August 25, 2022 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | |
| Debbie Thomas | |
| Prijo Thomas | |
| Zaineb Hussain | |
| Michael Dorcelly | |
| Grace Yun | |
| Anupa Jacob | |
| Priscilla Walton* | |
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The above are all the directors of Elm Community Charter School (ECCS).

*Priscilla Walton, the school's Founder and Principal, is a non-voting board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve [059 Meeting Minutes](#)
 - **Board unanimously approves.**

II) FINANCE UPDATE (*from Leslie Rich and Adnan Vandyck of edtec*)

- FY 2022 budget of 280 students in line with Reconciliation Invoice
- Per Pupil slight positive variance due to net SpEd and GenEd enrollment activity
- Benefits & insurance savings from vacancies
- Positive variance in operating expense categories due to conservative budget expense buffers

III) ELM UPDATES

- Teacher Institute happening (August 2022) to onboard new staff members
 - Vision/plan for academic priorities for SY 2022-23 being communicated to entire staff team
- ECCS engaging in processes for SUNY renewal approval
 - ECCS Board interview to take place in October 2022
- Permanent facilities preparation continues to take place for Fall 2022 opening

IV) BOARD DEVELOPMENT

- Current ECCS Board members continue to reach out to networks to search out potential new board members with development experience
- ECCS board members to have introductory conversations with already identified potential replacements

V) UNION UPDATES [EXECUTIVE SESSION]

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 8:10 P.M.**



Minutes of Sixty-Fifth Board Meeting

The sixty-sixth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **February 16, 2023 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Michael Dorcelly | Anupa Jacob |
| Zaine Hussain | Chris Kong |
| Grace Yun | Debbie Thomas |
| Pamela Chin | |
| Derian De La Torre | |
| Leslie Rich** | |
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The above are all the directors of Elm Community Charter School (ECCS).

**L. Rich, representative from EdTec, is a non-board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 065 Board Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE

- ECCS expected to end year at enrollment of 383
- Per Pupil & State revenue reduced in proportion to enrollment
- Personnel contains vacancies and lowered instructional salaries due salary negotiations
- Benefits & Insurance savings from vacancies
- Administrative Expense lower due to equipment and furniture expense captured as fixed asset rather than direct expense
- Professional Development under spent YTD on general PD
- Facilities negative variance driven by deferred rent adjustment
- Current forecast and cash projection show school to maintain overall financial health through the end of the year

III) GENERAL UPDATES

- *Board Membership*
 - ECCS Board to recruit members for Finance and Academic Committees
- *School Culture*
 - REAL (automated) library to be created on-site
 - Student clubs, such as Glee & Art, have begun
 - Student-to-student talk during lessons increasing student engagement
- *Facilities*
 - Temporary Certificate of Occupancy effective through May 2023
 - Approached on some potential ideas of additional building
- *SUNY Renewal*
 - SUNY to vote on 5-year renewal recommendation on March 10, 2023.
- *Union [Executive Session]*

V) BOARD DEVELOPMENT

- ECCS in search of upcoming board candidates in expertise of fundraising, networking, finance, and board development.

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:02 p.m.**



Minutes of Sixty-Fifth Board Meeting

The sixty-seventh board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **March 30th,, 2023 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | Zaineb Hussain |
| Anupa Jacob | Michael Dorcelly |
| Pamela Chin | Grace Yun |
| Derian De La Torre | |
| Leslie Rich** | |
| Margot Dirks*** | |
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The above are all the directors of Elm Community Charter School (ECCS).

**L. Rich, representative from EdTec, is a non-board member.

*** Margot Dirks is a prospective member



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 066 Board Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE

- Strong cash balance, EdTec recommends allocating a portion of sum in a higher yield MMA
- Projecting to end FY with 3x expenses, meeting SUNY recommendations
- Elm maintains healthy ratios in all SUNY metrics
- Board reviewed draft 990 tax filing (due May 15th)
 - Finance committee awaiting final version for review, will take into account recommendations made from Auditors

III) GENERAL UPDATES

- Enrollment Update
 - Elm's 6th annual lottery was run on March 27, 2023
 - We have 150 open seats
 - As of today, we have 50% seats accepted and families that have begun the registration process
- Staffing Update
 - We will be preparing continuation letters soon and hoping that we can distribute them at the end of April or early May.
 - We are looking for 2023-24 candidates, will send around job descriptions, please send them along to your friends!
- Board Membership Updates
 - Looking for 2 final folks to join the development team

VI) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 07:59 p.m.**



Minutes of Sixty-Ninth Board Meeting

The sixty-ninth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **May 23, 2023 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Derian De La Torre | Anupa Jacob |
| Michael Dorcelly | Pamela Chin |
| Zaineb Hussain | |
| Grace Yun | |
| Leslie Rich* | |
| Priscilla Walton*** | |
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The above are all the directors of Elm Community Charter School (ECCS).

*L. Rich, representative from EdTec, is a non-board member.

***P. Walton, the ECCS Founder & Principal, is a non-voting board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 068 Board Meeting Minutes
 - **Board unanimously approves.**

II) FINANCE UPDATE

- YTD net positive of +\$500K
- Balance sheet YTD healthy–finance team to look into high yield savings accounts
- ESSER III ARP funds moved from FY '23 to FY '24
- Projected FY '23 enrollment total of 418

III) GENERAL UPDATES

- *Enrollment*
 - Over 500 applications for 150 seats
 - Goal: 100% registered by June 09, 2023
 - 70% currently fully registered
 - 23 incoming seats remain for SY '23-'24
- *Schoolwide updates*
 - Teacher Appreciation week included meals, artistic, and other wellness activities
 - NYS Math & ELA tests completed; NYSESLAT exams almost completed
 - Focus on at-risk learners
 - Graduation of inaugural class: 06/21, 09:00 a.m to 12:00 p.m.
- *Upcoming projects*
 - Leadership retreat to take place over Summer 2023
 - Small scale renovations of office spaces
 - Priority planning based on feedback from Academic Committee walkthrough and feedback
- *ECCS Board*
 - Development Committee : two prospective members in search to help ECCS through partnership development and fundraising

V) UNION UPDATES [*EXECUTIVE SESSION*]

IV) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:27 p.m.**



Minutes of Sixty-Eighth Board Meeting

The sixty-eighth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **April 27, 2023 at 7:30 p.m.**, pursuant to notice by Chris Kong, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Chris Kong | |
| Anupa Jacob | |
| Pamela Chin | |
| Derian De La Torre | |
| Michael Dorcelly | |
| Grace Yun | |
| Zaine Hussain | |
| Leslie Rich* | |
| Kyla Chirico** | |
| Priscilla Walton*** | |
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The above are all the directors of Elm Community Charter School (ECCS).

*L. Rich, representative from EdTec, is a non-board member.

**K. Chirico is a potential ECCS Board Member.

***P. Walton, the ECCS Founder & Principal, is a non-voting board member.



Meeting notes. Board resolutions are shown in bold.

I) APPROVALS

- Motion to approve 067 Board Meeting Minutes
 - **Board unanimously approves.**
- Motion to approve Zaineb Hussain as new Board Chair.
 - **Board unanimously approves.**

II) FINANCE UPDATE

- All expenditures in-line with projected budgets.
- Positive variances in all budget lines, including adjusted operating income for EOY forecast.
- Finance committee looking into high yield savings accounts ~4%.
- ESSER III ARP funds moved from FY '23 to FY '24
- Edtec makes a series of recommendations for FY '24.
 - FY '24 budget to be submitted for review to ECCS Board for May 2023 meeting.

III) GENERAL UPDATES

- *Enrollment*
 - 6th annual lottery took place on 03/27/2023
 - Over 450 applications for 150 seats
 - Goal" have 100% of students registered by 06/09/2023
 - 313 students on waitlist
- *Instructional*
 - K through 2nd small group instruction to be focus through EOY
 - NYSED Math Test preparation taking place week of 05/01
 - NYSESLAT test will be taken by 31% of students
 - Creative clubs, such as dance
- *ECCS Board*
 - Chris Kong's term as Board Chair comes to end April 2023
 - Zaineb Hussain to become Board Chair effective May 2023
 - ECCS looks to recruit two more board members
- *SUNY renewal*
 - ECCS granted full 5-year renewal by SUNY

IV) UNION UPDATES [**Executive Session**]

V) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:16 p.m.**



Minutes of Seventieth Board Meeting

The seventieth board meeting of the directors of Elm Community Charter School (ECCS) was held via Zoom video conference call on **June 29, 2023 at 7:30 p.m.**, pursuant to notice by Zaineb Hussain, board president, setting forth the time and place of the meeting, and emailed to each of the other directors at least one week before the date of this meeting. Those who could not be physically present had the option of streaming in via video conference call. Written notice was also mailed to all directors at least one week before the date of this meeting. The meeting's agenda, prior meeting's minutes, and additional reading materials were sent to board members prior to the start of the meeting.

| ATTENDED VIDEO CONFERENCE | DID NOT ATTEND VIDEO CONFERENCE |
|---------------------------|---------------------------------|
| Michael Dorcelly | Zaineb Hussain |
| Derian De La Torre | |
| Anupa Jacob | |
| Pamela Chin | |
| Grace Yun | |
| Leslie Rich* | |
| Priscilla Walton** | |
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The above are all the directors of Elm Community Charter School (ECCS).

*L. Rich, representative from EdTec, is a non-board member.

***P. Walton, the ECCS Founder & Principal, is a non-voting board member.



Meeting notes. Board resolutions are shown in bold.

I) FINANCE UPDATE

- May 2023 Financial statements
 - Actual YTD expenses in line with budget
 - \$500K apps net surplus
 - High yield savings account on the horizon
 - Year end projection of cash of apps \$4 million
- Preliminary budget for SY 2023-2024
 - Enrollment projected for 418
 - Per pupil rate of \$18,340
 - Budgeted 68 FTEs
 - Edtec to submit to SUNY for approval

II) APPROVALS

- Board Meeting 069 minutes
 - **Board unanimously approves.**
- Budget approval for SY 2023-2024
 - **Board unanimously approves.**
- Vote for Kyla Chirico to ECCS Board for 3 year ter
 - **Board unanimously approves.**
- Recruit Margot Dirks as advisory board member for Development Committee
 - **Board unanimously approves.**

III) GENERAL UPDATES

- *Enrollment*
 - Fully registered and enrolled for SY 2023-2024 on 06/09/2023
 - 25 open seats remain
 - Waitlist at 460
- *Academic priorities for SY 2023-24*
 - Continuous monitoring of data driven instruction on weekly basis
 - Introduction of standards based teaching methods for teachings
 - Elevating student voice in instructional activities
 - Incorporating “I will be able to” statements in teacher planning work
 - Leadership to take on tasks of creating rubrics and schedules to routinely support teacher development and performance
- *School events*
 - Founding 5th grade class graduates
 - 2nd annual leadership retreat helps
 - ECCS leadership team grew from team of 4 to team of 8
- *Board / Board membership updates*



- ECCS looking to recruit one more finance committee member for Fall 2023

V) UNION UPDATES [*EXECUTIVE SESSION*]

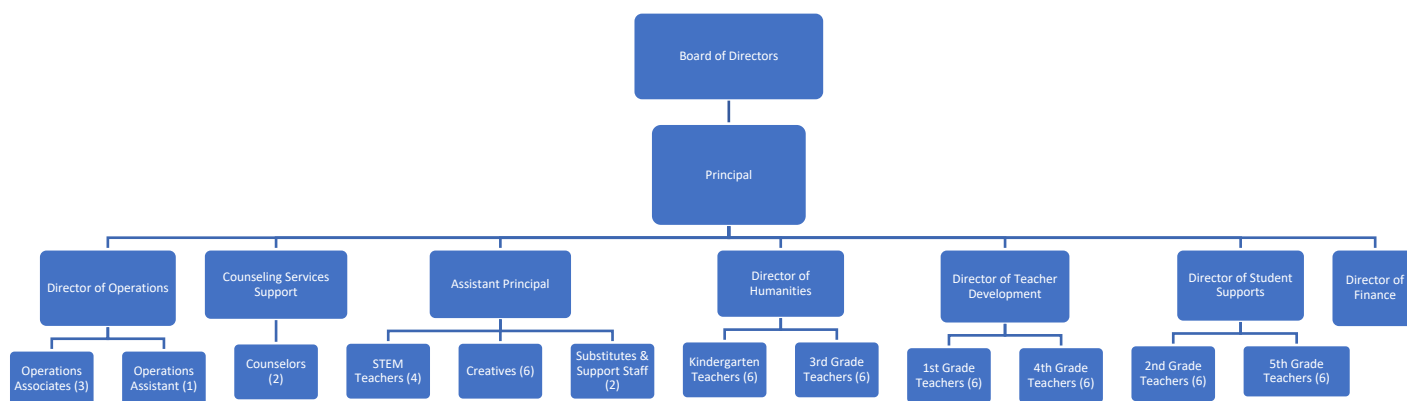
IV) MOTION TO ADJOURN MEETING

- **Meeting adjourned at 08:21 p.m.**



Elm Community

CHARTER SCHOOL





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Administrative Personnel

Elm's staffing structure aims to create a small tight-knit leadership team and limit middle management. This ensures that teaching staff has direct access to leadership and that the lines of communication, responsibility, and accountability are clear and simple. Our goal is to have a school where teachers are given the supports they need efficiently and effectively.

- **Principal:** oversees curriculum instruction, teacher development, assessments, social emotional learning, and special education services. Elm's school culture events, activities, and social emotional learning curriculum will largely be planned by the Counseling Team under the Principal's supervision. In addition to instructional oversight, the principal will lead in board development, finance and operations.
- **Assistant Principal + Director of STEM:** In addition to coaching and leading teachers and leading the STEM team, the assistant principal will oversee data systems including report cards, assessments, state test preparation, and the student information system.
- **Director of Humanities:** designs the humanities and literacy curriculum, supports in the curation of the school library, coaches and evaluates teaching teams, and supports with school culture and school events.
- **Director of Student Supports:** designs the school's Response to Intervention process, coordinates IEP meetings, liaison to the Committee of Special Education, coaches and supports special education teachers and TESOL teachers, and supports with school culture and school events.
- **Director of Teacher Development:** designs the teachers professional development calendar, leads and develops the grade team leaders, coaches and develops teaching teams, and supports with school culture and school events.

Instructional Personnel

Our school's unique model of collaborative learning, student-led integrated studies, and data-driven small group instruction is designed to specifically meet the diverse needs of students in district 24. Our model requires we have a sizeable teaching staff, lead teachers who have expertise in either special education or English Language Learners, and separate science teachers. The following instructional personnel will support our model:

- **Lead teachers:** At Elm, we believe students learn best when placed in an inclusive setting. Thus, Elm will aim to hire two-third of its lead teacher staff certified in Special Education or English as a Second Language. In every grade level (consisting of 3 classes each grade), there will be one lead teacher certified in English as a Second Language and 1 teacher certified in Special Education.



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- **STEM teachers:** Elm will hire a separate STEM teaching team to ensure our content heavy courses (humanities and STEM) are thoughtfully planned and executed.
- **Creative Courses teachers:** At Elm, we aim to provide a well-rounded and holistic education. Our creative courses teachers will provide excellent arts instruction, as well as integration of their specialty into the integrated studies courses.

Non-Instructional Personnel

- **Counseling Supports Coordinator:** Oversees the counseling team, creates the schedule for mandated and at-risk counseling services, coordinates parent workshops, facilitates professional development for counselors, and coaches and supports counselors.
- **School Counselor:** provides mandated and at-risk counseling services, writes social emotional learning curriculum, supports teachers with writing behavioral plans and social emotional supports for at-risk learners, and facilitates parent workshops.

b. Qualifications and Responsibilities

| Principal |
|--|
| Responsibilities <ul style="list-style-type: none">• Sets the vision of the school and works with the Board of Trustees in creating annual school-wide goals, managing the academic program, and organizational viability to achieve the school's vision and goals• Oversee and implements all policies directed by the Board of Trustees• Represents the school's vision and mission to elected officials, parents, community members, and the general public; manages press and communications• Liaison with the Board of Trustees, the school's authorizer, NYSED and NYC DOE, governing bodies, and community stakeholders; prepares all formal reports to the aforementioned• Ensures that the school is in compliance with the school's approved charter, Board policies, its authorizer's and NYSED regulations, and all other applicable governmental laws and regulations• Ensure proper budgeting and financial oversight; assumes instructional, financial, and operational responsibilities as needed• Oversees staff recruitment and retention; manages all hiring and firing of staff |



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- Oversees the academic program and curriculum design: solely in Years 1-2, in collaboration with leadership team in Years 3-5
- Oversees performance and evaluations of all staff: solely in Years 1-2 and in collaboration with the leadership team in Years 3-5
- Designs and coordinates professional development with Curriculum and Data Coordinator (Years 1-3), Assistant Director of Instruction (Year 3), and Directors of STEM and Humanities (Years 4-5)
- Oversees the data and assessment system in collaboration with the Curriculum and Data Coordinator (Years 1-3) and Director of Student Support and Data (Years 4-5)
- Builds a highly functioning leadership team and fosters a collaborative culture among the school's leadership team; effectively delegates responsibilities to leadership team

Qualifications

- Minimum five 5 years professional experience in teaching, preferably in urban education
- Minimum of 2 years professional experience in educational leadership, preferably in urban education
- Master's Degree or higher in in Educational Leadership or a specialized curricular field (e.g. literacy, special education)
- Philosophical alignment to Elm's vision, mission, and inquiry-based education model
- Demonstrated ability to design and implement curriculum for elementary grades
- Demonstrated ability to effectively provide teacher supports including coaching, evaluations, and professional development
- Demonstrated ability to manage people and programs to achieve organizational goals
- Demonstrated understanding of instructional practice, curricular development, assessment, classroom management, school culture, finance, and operations
- Demonstrated ability to effectively communicate the vision of the school; exceptional written and verbal communication skills

Assistant Principal

Responsibilities

- Designs and develops the STEM and Math or Humanities and literacy curriculum, working in partnership with instructional staff to build alignment across subjects and ensuring vertical and horizontal alignment;



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CHARTER SCHOOL

- Designs and develops benchmark, unit, and performance assessments for STEM and Math, aligned to Common Core Standards;
- Provides individual staff support (e.g. coaching, co-planning) in the implementation of curriculum, coaching and evaluating instructional staff around execution and best practices;
- Leads professional development around STEM and Math unit launches, data analysis, data-and driven instruction;
- Key partner in creating horizontal alignment across all subjects, including the integrated studies curriculum;
- Strategic partner in the instructional leadership team, brainstorming and planning ways to move teacher practice and student data through professional development, curricular changes, consultants, etc.;
- Acts as a key guide to Principal on making responsive and timely data-driven decisions with action plans to change teaching practice;
- Closely monitors student achievement and growth to adjust curriculum, schedules, and teacher professional development;
- Collaborates with the Principal in Elm's Response to Intervention Protocol (Rtl); advocating for our school design when it comes to special education, skips and holdovers, and diagnosing trends to create effective, actionable plans to change student outcomes; and
- Oversees field trips and collaborates with the Operations Leader in coordinating necessary field studies, service learning opportunities, and community partnerships related to Humanities and Literacy courses;
- Oversees and coordinates state testing including logistics, test preparation, testing accommodations and modifications;
- Prepares academic data reports for the Principal and Board of Trustees;
- Integral in the daily operations and instructional systems and duties, parent and teacher communication, and student culture;
- Working with meticulous attention to detail and excellent project management skills with proven systems to maintain integrity;
- Provides recommendations to the Principal on recruitment, retention, hiring and firing decisions

Qualifications

- Minimum of 5 years teaching experience in elementary school, preferably experienced in literacy and elementary school;
- Minimum of 2 years experience developing curriculum, preferably related to interdisciplinary studies;
- Master's Degree in Education (highly preferred);



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CHARTER SCHOOL

- Demonstrated understanding of instructional practice, including delivery of instruction, assessment and data analysis of student performance
- Experience coaching and evaluating teachers;
- Demonstrated ability to provide effective professional development;
- Alignment to Elm's mission, core beliefs, and educational philosophy.

Director of STEM and Humanities

Responsibilities

Director of Humanities:

- Oversees academic program in literacy, humanities, fine arts, and language
- Designs and implements humanities integrated studies curriculum

Director of STEM:

- Oversees academic program in math, science, music and vocal, and shop/blocks
- Designs and implements STEM integrated studies curriculum

In General:

- Provides excellent teacher supports through coaching, modeling, professional development, and evaluations
- Closely monitors student achievement and growth to adjust curriculum, schedules, and teacher professional development
- Collaborates with the Director of Student Support and Data regarding students of concern
- Oversees math and science benchmark assessments; collaborates with Director of Student Support and Data
- Selects and coordinates external professional development and consultants
- Provides recommendations to the Principal on recruitment, retention, hiring and firing decisions

Qualifications

- Minimum of 5 years teaching experience in elementary school, preferably with experience in position of interest (STEM or Humanities)
- Minimum of 2 years experience writing curriculum, preferably in position of interest (STEM or Humanities)
- Minimum of 1 year experience in a supervisory role
- Master's Degree in Education
- Experience in coaching and evaluating teachers effectively
- Experience in designing and executing professional development for staff
- Demonstrated understanding of instructional practice, including curriculum development, delivery of instruction, and assessment of student performance



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CHARTER SCHOOL

- Experience in collecting and analyzing student data
- Alignment to Elm's mission, core beliefs, and educational philosophy

Director of Student Supports

Responsibilities

- Manages Response to Intervention program and process
- Serves as liaison to the district's Committee on Special Education (CSE)
- Reviews student records to identify students with IEPs; coordinate with CSE and families to develop and/or modify IEPs as necessary
- Coordinates special education services and English Language supports
- Evaluates Special Education Services and provide reports and strategic intervention suggestions where necessary
- Manages 504 process
- Ensures school is in full compliance with all mandated laws and regulations
- Collaborates with leadership team to train all staff in the effective teaching of at-risk students
- Maintains secure and confidential records of students with IEPs; ensure FERPA requirements relating to student record privacy
- Designs and develops benchmark assessments for literacy, math, and science
- Oversees and coordinates school-wide diagnostic and benchmark assessments
- Leads professional development around data analysis and data-driven instruction
- Prepares academic data reports for the Principal and Board of Trustees

Qualifications

- Minimum 3 years teaching experience preferably in special education
- Master's Degree in Education, preferably in special education
- Experience working with CSE and the IEP referral and development process
- Experience coaching teachers in effective instructional strategies; managing special education staff
- Experience managing multiple assessment systems
- Alignment to Elm's mission, core beliefs, and educational philosophy

Director of Finance

Responsibilities

- Ensures strong financial planning; manages creation and monitoring of budget; coordinates annual audit and yearly closing process



Elm Community

CHARTER SCHOOL

- Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents
- Maintain proper accounting controls and processes
- Manages payroll, including coordination with payroll service, distribution of W-2s and 1099s, and timesheet management; track all days off
- Oversees procurement process and conduct accurate and timely billing and adequate cash flow
- Oversees and manages purchasing orders and transactions; maintains inventory of all school assets, including furniture, technology, books, etc.
- Primary liaison with financial consultants/firm; works with the Principal and financial consulting firm in preparing reports for Board of Trustees, authorizer, NYC Department of Education, and other governmental oversight agencies
- Manages and coordinates tax filings, issues tax notices (1099s) to vendors and contractors yearly
- Works closely with the Finance Committee

Qualifications

- Degree in Business and/or Management
- Minimum five years of relevant work experience in finance, management or operations, preferably in a charter school
- Experience with relevant technology and systems
- Experience in accrual and cash accounting protocols
- Demonstrated ability to implement policies and procedures
- Philosophical alignment to mission

Director of Operations

Responsibilities

- Oversees and manages the student record keeping systems in line with state rules and regulations, including healthy and safety laws, teacher certification, city and state mandates, and all state and federal work place regulations
- Oversees and manages student enrollment process including application, lottery, waitlist, transfer, and withdrawal process
- Oversees human resources administration, including new hire and end of employment paperwork, certification, salaries, and benefits; tracks sick leaves, vacation, and personal days in accordance with staff enrollment
- Primary liaison with financial consultants/firm (years 1-3); works with the Principal and financial consulting firm or Director of Finance (Years 4-5) in preparing reports for Board of Trustees



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- Oversees maintenance of school facility including repairs and maintenance
- Oversees and manages main office; supervises and evaluates operations associates
- Oversees and manages purchasing orders; maintains inventory of all school assets, including furniture, technology, books, etc. (Years 1-3)
- Manages student transportation including arrival, dismissal, and field trips
- Oversees the school's food services program, including selection of food service vendor and insuring compliance with Department of Health standards
- Directs the school's emergency exit and lockdown procedures and protocols; scheduling of fire drills in accordance with state law
- Manages school insurance, including selection and management of insurance vendors and plans; Acts as primary liaison for vendors and consultants, including bookkeeping and technology vendors
- Manages all compliance responsibilities, including Titles I-V, teacher certification and fingerprinting, safety, fire drills, health, technology, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Oversees organizational branding and marketing

Qualifications

- A minimum of 3 years of experience in professional operations experience, preferably in a charter school; minimum 2 years of supervisory experience
- Bachelor's degree or higher in Business, Administration, or related field
- Demonstrated ability to manage finances and human resources of an organization
- Demonstrated knowledge of charter school compliance
- Spanish-speaking skills highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Operations Associate

Responsibilities

- Supports Director of Operations in carrying out organizational tasks including student enrollment, attendance, and inventory
- Responds to general school inquiries via phone, in person, and email
- Assists with school-family communications, including mailings or reminder phone calls
- Assists in the maintenance of the school's purchasing orders, assessment systems
- Assists in daily operational systems including food services program, arrival and dismissal procedures, school safety drills



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- Tracks student attendance and meals; maintain student records
- Provides general administrative support to leadership
- Assists in the set up and break down of school events

Qualifications

- Demonstrated record of success in an administrative, secretarial, or office manager capacity
- Exceptional organizational skills; considerable experience with technology
- Strong interpersonal and customer service skills; demonstrated ability to work successfully on teams
- Spanish-speaking highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Counseling Supports Coordinator

Responsibilities

Counseling

- Builds a positive, supportive school culture among students, staff, and parents through the coordinating of community circles, staff, school and family events;
- Collaborates with instructional leadership on developing social emotional programs and curriculum, including Elm's social emotional intelligence lessons;
- Provide professional development and 1:1 supports around social emotional intelligence, skills, etc.; trains teachers in their role as mandated reports of suspected child abuse and neglect; acts as school liaison with Administration for Children's Services;
- Provides individual and small group counseling for students referred by staff or self-referred for students whose behavior, school progress, or mental or physical impairment indicates a need for support;
- Conducts frequent and consistent classroom observations in order to best support students and staff;
- Coordinates and conducts psycho-educational evaluations, including cognitive and academic achievement testing, and provide high-quality counseling sessions for students with IEPs and at-risk scholars;
- Provides mandated counseling services pursuant to students' IEPs;
- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues;
- Collaborates with teacher(s) and/or Student Success Team (SST) in developing behavior plans for identified/referred students;
- Maintains case history records and prepares reports;
- Lead crisis management for students in need of this support; and



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- Engage in school-based support team to ensure student progress through the right supports and interventions.

Leadership

- Coordinates schedule for mandated and at-risk counseling services for all counselors, including the onboarding and offboarding process and paperwork;
- Collaborates with counseling team in identifying at-risk learners, supporting with the onboarding and offboarding process;
- Collaborates with Director of Student Supports in the Rtl process, specifically for learners in need of social emotional supports and counseling services;
- Collaborates with Principal and Director of Student Supports in evaluations for school counselors, focusing specifically on individual and group counseling sessions;
- Consistently and frequently provides staff support including feedback, coaching, co-planning, and professional development for counselors' individual and group counseling sessions;
- Provides counseling team members with feedback for IEP teacher reports and goals concerning counseling services;
- Leads professional development around data analysis and data-driven instruction
- Provides feedback for curriculum development, particularly around methods and skills related to social emotional learning and intelligence;
- Coordinates parent workshops to be executed to families throughout the year, facilitating in a minimal of 2 workshops per year;
- Advocates for Elm's school design when it comes to social emotional learning, counseling services, and overall social emotional health;
- Collaborates with the Leadership Team in creating school-wide initiatives supportive of a healthy school culture with a focus on social emotional learning.

Qualifications

- Masters in Social Work or School Counseling;
- Appropriate New York State Certification;
- Minimum of 5 years providing counseling services to students, preferably elementary-aged;
- Demonstrated ability in holding successful individual and group sessions with students;
- Experience in social emotional learning curriculum, preferably restorative justice practices; and
- Alignment to Elm's mission, core beliefs, and educational philosophy;



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- Be a person of high moral character; and
- Be passionate about learning.

School Counselors

Responsibilities

- Builds a positive, supportive school culture among students, staff, and parents through the coordinating of community circle, staff, school and family events
- Acts as primary liaison for families; work with families of students with behavioral, emotional, and attendance issues
- Selects and develops social emotional programs and curriculum
- Provides supports for teachers in creating positive learning environments for individual students or class
- Collaborates with Principal in building strong local partnerships with CBOs, Pre-K centers (feeder schools), and other organizations
- Provide professional development around social emotional intelligence, skills, etc.; trains teachers in their role as mandated reports of suspected child abuse and neglect; acts as school liaison with Administration for Children's Services
- Provides individual and small group counseling for students referred by staff or self-referred for students whose behavior, school progress, or mental or physical impairment indicates a need for support
- Provides mandated counseling services pursuant to students' IEPs
- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues
- Collaborates with teacher(s) and/or Student Success Team (SST) in developing behavior plans for identified/referred students
- Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures
- Maintains case history records and prepares reports

Qualifications

- Masters in Social Work or School Counseling
- Appropriate New York State Certification
- A minimum of 2 years of professional experience in urban education, serving as a counselor or social worker, preferably elementary education
- Demonstrated ability in holding successful individual and group sessions with students
- Experience in social emotional learning curriculum, preferably restorative justice practices
- Alignment to Elm's mission, core beliefs, and educational philosophy



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Lead and Science Teachers

Responsibilities

- Provides excellent instruction to all students using effective instructional methods and learning materials; differentiates instruction appropriately
- Adapt and implement curriculum to student needs; manage the curriculum pacing calendar
- Design and implement targeted small group instruction according to student data and needs
- Actively monitors and assesses student achievement and progress based on short-term and long-term goals and objectives
- Establishes a positive classroom environment through proactive methods, a clear discipline system, and strong student rapport
- Proactively builds relationships and collaborates with other staff members to meet team goals, share best practices, and solve grade team concerns
- Engages and contributes in professional development; proactively applies professional development material into classroom and teaching
- Communicates regularly with families regarding the academic performance and behavior of students
- Provides timely and frequent feedback for students, aligned to lesson and unit objectives and quarterly goals

Science Teacher (in addition to the above)

- Collaborates with leadership team in designing and adapting science curriculum to integrate math and literacy concepts
- Collaborates with leadership team in developing science assessments for benchmark assessments and state test preparation (4th grade)

Grade Team Leader (in addition to the above)

- Actively builds team rapport and dynamic
- Provides effective peer-observation feedback
- Supports grade team members who have students with behavioral and academic concerns
- Liaison between grade team and leadership team
- Actively designs and adapts curriculum and instructional methods for labsite classroom
- Effectively leads grade team planning meetings

Qualifications

- Hold certification in Special Education or English as Second Language, or Elementary Education
- Master's Degree in Education with a specialization in early childhood or elementary education highly preferred



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- Minimum of 2 years teaching experience in elementary education, preferably in urban education
- Demonstrated ability in collaboratively working with team members
- Demonstrated ability in adapting curriculum and lessons to various student needs
- Experience in interdisciplinary studies and inquiry-based learning highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Creative Course Teachers

Responsibilities

- Provides excellent instruction to all students using effective instructional methods and learning materials; differentiates instruction appropriately
- Adapt and implement curriculum to student needs; manage the curriculum pacing calendar
- Design and implement an excellent program aligned with the interdisciplinary modules
- Actively monitors and assesses student achievement and progress based on short-term and long-term goals and objectives
- Establishes a positive classroom environment through proactive methods, a clear discipline system, and strong student rapport
- Proactively builds relationships and collaborates with other staff members to meet team goals, share best practices, and solve grade team concerns
- Engages and contributes in professional development; proactively applies professional development material into classroom and teaching
- Communicates regularly with families regarding the performance and behavior of students
- Provides timely and frequent feedback for students, aligned to lesson and unit objectives and quarterly goals
- Monitors lunch and recess activities

Creative Course Leader

- Leads professional development on arts integration
- Leads the creative course team in horizontal alignment and arts integration
- Liaison between grade team leaders and creative course team; liaison between creative course teachers and leadership team

Qualifications

- Master's Degree in Education, preferably with a specialization in position of interest (e.g. fine arts)



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- Minimum of 2 years teaching experience in elementary education or area of specialization (e.g. vocal), preferably in urban education
- Demonstrated ability in collaboratively working with team members
- Demonstrated ability in adapting curriculum and lessons to various student needs
- Experience in interdisciplinary studies and inquiry-based learning highly preferred
- Alignment to Elm's mission, core beliefs, and educational philosophy

Substitute Teacher

Responsibilities

Supports daily instruction

- Provides daily instructional support through push-in and pull-out supports, small group instruction as a substitute teacher;
- Supports learners with additional or extra needs including transitions, breaks, and additional instructional needs;
- Provides substitute coverage for instructional and operational duties of teachers for both planned and unplanned absences;
- Supports instructional leadership team with coverage and support for academic events including state testing, testing and testing accommodations, student work / data collection, small group supports, 1:1 supports, academic nights, and parent conferences.

Supports in daily school culture and family supports

- Collaborates with Instructional Team to create school-wide events and systems that fosters positive student and staff culture;
- Collaborates with the Instructional and Operations teams in creating effective and efficient communications to all stakeholders, and implements smooth and efficient in-school systems;
- Key supporter in executing school-family events and involvement, including family nights and school tours.

Supports in daily school operations

- When there are no instructional duties to cover, the substitute teacher may be asked to support in the following ways:
 - Assists the Instructional and Operations Teams in supporting systems and operations;



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- Assists with student transportation including arrival, dismissal, and field trips;
- Assists in the procurement and inventory of school supplies (e.g. technology, furniture, supplies);
- Assists in the school's emergency exit and lockdown procedures and protocols; scheduling of fire drills in accordance with state law;

Qualifications

- A minimum of 1 year of experience in professional instructional experience in a classroom, preferably in a charter school;
- Proficiency in Microsoft Excel, PowerPoint, Word, and Outlook strongly preferred;
- Ability to self-direct, prioritize and multi-task among competing goals
- Comfort with working in a fast-paced, entrepreneurial environment;
- Demonstrated ability to work well with others and build relationships across teams;
- Strong written and verbal communication skills with keen attention to detail;
- Demonstrated knowledge of charter school compliance strongly preferred;
- Unquestioned integrity and alignment to Elm's mission, core beliefs, and educational philosophy.

Support Staff

Responsibilities

Supports daily instruction (50%)

- Provides daily instructional support through push-in and pull-out supports, small group instruction;
- Supports learners with additional or extra needs including transitions, breaks, and additional instructional needs;
- Provides substitute coverage for instructional and operational duties of teachers for both planned and unplanned absences;
- Supports instructional leadership team with coverage and support for academic events including state testing, testing and testing accommodations, student work / data collection, small group supports, 1:1 supports, academic nights, and parent conferences;
- Supports with administrative work.

Supports as a school aide in operational duties involving students (40%)



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- Provides supports during breakfast and lunch duties, school events, field studies, and events;
- Provides supports that ensure smooth operations of the school's daily schedule;
- Key supporter in executing school-family events and involvement, including family nights and school tours.

Supports in daily school operations (10%)

- Assists the Instructional and Operations Teams in supporting systems and operations;
- Assists in the procurement and inventory of school supplies (e.g. technology, furniture, supplies);
- Supports the student record keeping systems in line with state rules and regulations, including healthy and safety laws, teacher certification, city and state mandates, and all state and federal workplace regulations.

Qualifications

- A minimum of 1 year of experience in a school community/environment;
- Proficiency in Microsoft Excel, PowerPoint, Word, and Outlook strongly preferred;
- Comfort with working in a fast-paced, entrepreneurial environment;
- Demonstrated ability to work well with others and build relationships across teams;
- Unquestioned integrity and alignment to Elm's mission, core beliefs, and educational philosophy.



Certificate of Occupancy

CO Number: 4623408-0000006

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: QUEENS Address: 79-17 51 AVENUE Building Identification Number(BIN): 4623408 | Block Number: 2453 Lot Number(s): 25 Additional Lot Number(s): Application Type: NB - NEW BUILDING | Full Building Certificate Type: Final Date Issued: 06/26/2023 |
| This building is subject to this Building Code: 2014 | | | |
| This Certificate of Occupancy is associated with job# 420666595-01 | | | |
| B. | Construction Classification: I-B: 2 HOUR PROTECTED - NON-COMBUST Building Occupancy Group classification: E - EDUCATIONAL Multiple Dwelling Law Classification: Not Available | | |
| | No. of stories: 4 | Height in feet: 58 | No. of dwelling units: Not Available |
| C. | Fire Protection Equipment: Fire Alarm System, Sprinkler System, Standpipe System | | |
| D. | Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available | | |
| E. | This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: 2020000246068, 2020000246069 BSA Calendar Number(s): None CPC Calendar Number(s): None | | |
| Borough Comments: | | | |

Borough Commissioner

Commissioner



Permissible Use and Occupancy

| FLOOR | Occ Group | Max. Persons Permitted | Live Loads (lbs per sq ft) | Zoning Use Group | Dwelling or Rooming Units | Job Reference | Certificate of Occupancy Type |
|--|-----------|------------------------|----------------------------|------------------|---------------------------|---------------|-------------------------------|
| Cellar | A-3 | 272 | OG | 3 | | 420666595 | Final |
| Description of Use: Cafeteria - school up to grade 12 EDU REC ROOMCAFETERIA | | | | | Exceptions: | | |
| Cellar | E | 2 | OG | 3 | | 420666595 | Final |
| Description of Use: Academies and schools WARMING KITCHEN, STORAGE, MECHANICAL ROOMS AND TRASH ROOM. | | | | | Exceptions: | | |
| Floor 1 | E | 172 | 100 | 3 | | 420666595 | Final |
| Description of Use: Academies and schools MAIN OFFICE, TEACHERS LOUNGE, NURSE, CLASSROOMS, VOCATIONAL ROOMS, SECURITY ROOM, WAITING AREA, AND MEP ROOM | | | | | Exceptions: | | |
| Floor 2 | E | 269 | 100 | 3 | | 420666595 | Final |
| Description of Use: Academies and schools MEP ROOM, CLASSROOMS, VOCATIONAL ROOMS, OFFICE. | | | | | Exceptions: | | |
| Floor 3 | E | 232 | 100 | 3 | | 420666595 | Final |
| Description of Use: Academies and schools MEP ROOM, CLASSROOMS, VOCATIONAL ROOMS, CONF. ROOM, OFFICES. | | | | | Exceptions: | | |
| Floor 4 | E | 268 | 100 | 3 | | 420666595 | Final |
| Description of Use: Academies and schools MEP ROOM, CLASSROOMS, VOCATIONAL ROOMS, OFFICE. | | | | | Exceptions: | | |



Permissible Use and Occupancy

| FLOOR | Occ Group | Max. Persons Permitted | Live Loads (lbs per sq ft) | Zoning Use Group | Dwelling or Rooming Units | Job Reference | Certificate of Occupancy Type |
|--|-----------|------------------------|----------------------------|------------------|---------------------------|---------------|-------------------------------|
| Roof | A-3 | 220 | 100 | 3 | | 420666595 | Final |
| Description of Use: Recreation PLAY AREA, REC AREA | | | | | Exceptions: | | |
| Roof | E | N/A | 100 | 3 | | 420666595 | Final |
| Description of Use: Academies and schools BULKHEAD, ELEVATOR MACHINE ROOM, STORAGE ROOM | | | | | Exceptions: | | |

CofO Comments: CRFN NUMBER 2020000246068,2020000246069

Borough Commissioner



Commissioner

