

Application: Brooklyn Excelsior Charter School

Jessie Montoya - jmontoya@nhaschools.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 26 2021

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

BROOKLYN EXCELSIOR CHARTER SCHOOL 331600860847

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #16 - BROOKLYN

d. DATE OF INITIAL CHARTER

2/2001

e. DATE FIRST OPENED FOR INSTRUCTION

9/2001

h. SCHOOL WEB ADDRESS (URL)

<https://www.nhaschools.com/schools/Brooklyn-Excelsior-Charter-School/en>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

890

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

682

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

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

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

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	National Heritage Academies
PHYSICAL STREET ADDRESS	3850 Broadmoor Ave. Ste.201
CITY	Grand Rapids
STATE	(No response)
ZIP CODE	49512
EMAIL ADDRESS	info@nhaschools.com
CONTACT PERSON NAME	Julie Stapleton

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

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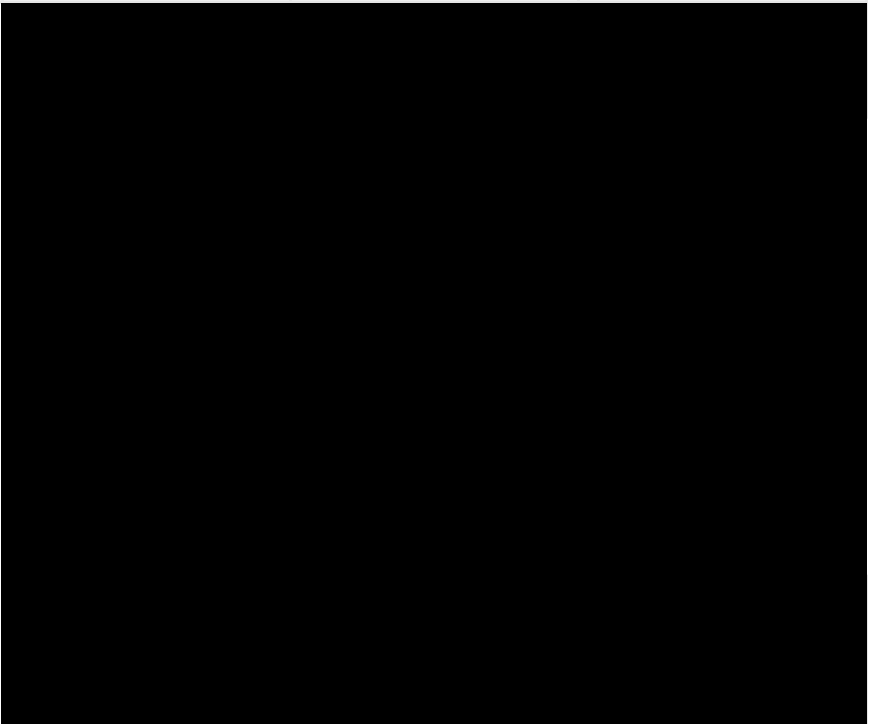
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	856 Quincy Avenue, Brooklyn, NY 11221	718-246-5681	NYC CSD 16	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sally Girouard			
Operational Leader	Nick Sheltroun			
Compliance Contact	Julie Meller			
Complaint Contact	Julie Meller			
DASA Coordinator	Sally Girouard			
Phone Contact for After Hours Emergencies	Sally Girouard			

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, 2021.

Site 1 Certificate of Occupancy (COO)

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

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

Site 1 Fire Inspection Report

[Brooklyn Excelsior Inspection.pdf](#)

Filename: Brooklyn Excelsior Inspection.pdf **Size:** 353.0 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Julie Stapleton
Position	Board Relations Coordinator
Phone/Extension	616-929-1261
Email	lstapleton@nhaschools.com

p. 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

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).**

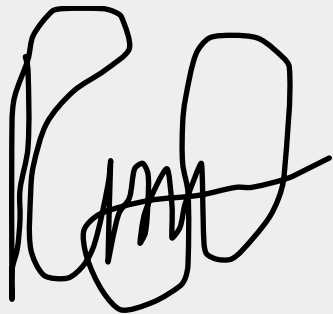
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 31 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 16 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

only.

BECS 2020-21 APPR - Final

Filename: BECS 2020 21 APPR Final.docx **Size:** 112.4 kB

Entry 4 - Audited Financial Statements

Completed Oct 29 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

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, 2021**. 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 protection are turned off.

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

Brooklyn Excelsior Charter School FS 6

Filename: Brooklyn Excelsior Charter School F XzVYpV1.pdf **Size:** 2.2 MB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 29 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

4a-2020-21-Audited-Financial-Statement-Template Brooklyn Excelsior

Filename: 4a 2020 21 Audited Financial State No6ltfU.xlsx **Size:** 176.9 kB

BROOKLYN EXCELSIOR CHARTER SCHOOL_EXTENSION_EXTENSION (E-FILE) 2020

Filename: BROOKLYN EXCELSIOR CHARTER SCHOOL E YqgG9Ml.pdf **Size:** 88.3 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. 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. CSP 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 Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Jul 26 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[2021-22-Budget-and-Quarterly-Report-Template BECS](#)

Filename: 2021 22 Budget and Quarterly Repor 11fLfoc.xlsx **Size:** 539.2 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 26 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

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

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

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

[Brooklyn Excelsior Financial Disclosure Forms](#)

Filename: Brooklyn Excelsior Financial Disclo zmPi3FG.pdf **Size:** 6.6 MB

Entry 7 BOT Membership Table

Completed Jul 27 2021

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.

1. 2020-2021 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 Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Rudyard Ceres		Chair	N/A	Yes	4	4/6/2020	6/30/2023	9
2	Stephanie Cuba		Vice Chair	Human Resource & Training	Yes	5	4/8/2019	6/30/2022	7
3	Andra Wishom		Treasurer	N/A	Yes	2	4/14/2021	6/30/2024	10

4	Carol Schulhof		Secretary	Student Curriculum, Performance & Assessment	Yes	6	4/8/2019	6/30/2022	8
5	Etta Waddell		Trustee/Member	N/A	Yes	1	11/4/2019	6/30/2023	8
6	Jennifer Wilkins		Trustee/Member	N/A	Yes	2	4/14/2021	6/30/2024	8
7	Lucien Perry		Trustee/Member	N/A	Yes	1	3/11/2019	6/30/2022	8
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, 2021	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

10

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete 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 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

Entry 9 Enrollment & Retention

Completed Jul 29 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including students who are eligible to participate in the free or reduced-price lunch program (FRL). Currently, the school is meeting the enrollment targets	

for students who are eligible for FRL.

We have taken significant steps to increase our enrollment and retention efforts for all students, and specifically for students who are eligible for the FRL program and students with disabilities. For the 2020-21 recruitment season, initial recruitment activities were guided by COVID-19 restrictions. Many of the school's normal activities and events were modified to provide information virtually or through the mail.

The school had a full time Admissions Representative who was tasked with building relationships with support organizations to gain familiarity with the services they provide. The school can also provide assistance with resources to reduce barriers for attendance (i.e., uniforms). The on-site admissions representative, was directly responsible for overseeing and executing marketing and outreach efforts, and for keeping a log in NHA's CRM system of all activities with community groups seen as likely assets in this process. The Admissions Representative collaborated with, and received support from, a team of admissions and marketing professionals at NHA's Service Center. Together they provided a multi-departmental approach to recruitment and on-boarding new students that included traditional and digital advertising, social

Economically Disadvantaged

media, lead management, recruitment events, and comprehensive communications outreach to new families.

Digital marketing included Facebook, Great Schools, and Google AdWords. There was increased virtual outreach to parents with events such as Facebook Live presentations, virtual principal coffees, activities, and demonstrations shared with parents electronically. The school also provided regular opportunities for parents to meet with school leadership and teachers to see the school including open houses, tours, meetings, and activities. The school held regular open house days weekly to provide all interested families an opportunity to visit the school and learn of the programs available. These were promoted throughout the community and a link to schedule tours is posted on the school's website.

Additional Recruitment Efforts included:

- Direct mailings to promote openings in kindergarten to residents in neighborhoods surrounding the schools.
- Enlisting the help of current families to reach additional families by providing planning meetings, materials for distribution
- Regular communications with the school's leadership to share feedback from incoming parents

With COVID-19 restrictions eased, the school will be expanding its community outreach accordingly. However, online meetings that were implemented during the pandemic improved access to information for all families. Therefore, the school will continue to offer informational sessions online and grow our library of informational videos available on our YouTube channel.

The school will promote a free shuttle between Queens and BECS to provide expanded options for parents in the St. Albans surrounding community. The school also plans to work with Brooklyn Community Board 3 in the fall.

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

- Holding meetings and/or workshops specific to school programs and on parenting topics of interest to our families
- Continuing to participate in a wide variety of community events
- Providing assistance with resources such as uniforms to remove barriers to school attendance
- Work with local and community leaders who are also working with families throughout the community
- Continuing to research using internet, libraries, and community boards opportunities to reach a broader population
- Providing an on-line tour scheduling program to provide greater convenience to visit the school
- Canvassing the Neighborhood (Grassroots Marketing)
 - o Food Pantries, Local Business, Community Parks, Yard Signs)
- Zoom Into Kindergarten (Weekly Series)
- Seasonal Mailings
 - o Grow with us postcards, Seasons Greetings postcards, Apply Now postcards
- New York City Charter School Recruitment Fairs
- Community Partner Visits
 - o Pre-schools, Daycare Centers, Schools, Local Businesses
- Community Events
 - o Popsicles in the Community
 - o Community BBQ
 - o Community Bake Sale
 - o Juneteenth Restoration Park
- On-site Events
 - o KinderCamp

	<p>o Coffee with the Principal o Ice Cream Social o Paperwork Parties</p> <p>All special population students (FRL, EL, and SWD) were made aware of our school's programs through open meetings during the year. The school's parent meetings clearly indicated that the school offered a free and appropriate education (FAPE) to all students in the Least Restrictive Environment.</p> <p>We will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.</p>	
	<p>Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the student subgroups identified by SUNY Trustees, including English Language Learners (ELL). While progress has been made, we are not yet meeting our enrollment targets for ELL students. In addition to the general recruitment efforts, we have made efforts to specifically attract and recruit ELL students as outlined below. The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's ELL community.</p> <p>Fliers were distributed in Arabic, Bengali, English, French, Fulani, Yoruba, and Spanish to families throughout the community.</p>	

English Language Learners

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

The school also developed effective relationships with civic organizations, Head Starts, and CAOs to provide resources for the families it serves. The school has developed partnerships with various community organizations who often have a department that focuses on immigrant and refugee issues and services. During the pandemic, the school worked with community partners who serve ELL populations to support their changing outreach. The school also facilitated virtual conferences and meetings with staff and leadership.

Advertisements and notifications have been placed in La Voz Hispana, Haiti Observateur,

For the recruitment season, initial activities were guided by the school's ability to interact with parents due to COVID restrictions. Many in-person activities were canceled or adjusted to be held virtually. With COVID-19 restrictions eased, the school will be expanding its community outreach accordingly. However, online meetings that were implemented during the pandemic improved access to information for all families. Therefore, the school will continue to offer informational sessions online and grow our library of informational videos available on our YouTube channel.

We will continue the aforementioned efforts and also implement an updated comprehensive marketing plan specifically designed for outreach to the ELL and refugee communities. This marketing plan will be directed by a Senior Admissions Representative in the market. The marketing plan will include additional outreach and activities to/with community partners who serve ELL families, as well as additional marketing materials made available in multiple languages. In addition, the plan will include offering space in our schools for organizations to bring services to

	<p>Pakistan Post, World Journal, V Movo, Svete, and Weekly Bangalee. These advertisements specifically mentioned that the school provides services to students for whom English is their second language. Marketing materials that describe general school information and EL & Special Education programs were made available in English and Spanish, and other languages as requested. An online tour scheduling system was made available, and parents were able to request translation services.</p> <p>Additional recruitment efforts included:</p> <ul style="list-style-type: none"> o ELL Specific Meetings o Developing partnerships with organizations and faith-based groups that provide services to refugee groups o Providing school information materials in languages specific to the community (Urdo, Hatian-Creole, Spanish, and Pashto). o Facilitating virtual conferences and meetings with school's special ed staff and leadership. o Continuing to work with local leaders to provide information and accessibility to the school and staff. o The school utilizes Schola to share information about the school. Schola promotes to largely underserved populations and advertises in Spanish also. 	<p>families in the neighborhood and inviting leaders from the community to school events and meetings.</p> <p>The school will continue to monitor the efficacy of our special population recruitment and enrollment efforts by carefully tracking student enrollment numbers.</p>
	<p>Brooklyn Excelsior understands the need to meet the enrollment and retention targets for the</p>	

student subgroups identified by SUNY Trustees, including Students with Disabilities (SWD). While progress has been made, we are not yet meeting our enrollment targets for SWD students. We have made efforts to specifically attract and recruit SWD as outlined below. The NHA admissions department and the school's Admissions Representative continued their initiative designed to more closely target the school's SWD community. All of our recruitment efforts continue to be open to all of the community and to any children with special needs.

Brochures that describe our special education programming have been distributed throughout the community. We have targeted daycare centers (Grand Settlement Day Care Center, Bushwick Day Care Centers, and Adaptive Solutions Day Care center), grocery stores, community centers, and churches to invite families to attend Enrollment Information Meetings. Enrollment applications were also distributed at local events. To reach the families of special needs students, we utilize many networks that already exist in the community.

Advertisements on Facebook informed people that the school offered services for special needs families. School enrollment information and admissions materials specific to Special

The schools' admissions representative will continue to build relationships with support organizations to gain familiarity with the services they provide. This will help us recommend their support services to the families of accepted or interested students. It will also familiarize these organizations with our school and special education program so that they can recommend our school to the

Students with Disabilities

Education programs were provided in various languages.

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

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

Additional recruitment efforts included:

- o Enlist the help of current families to reach additional families of students with disabilities by providing planning meetings, materials for distribution
- o Regular communications with

families they serve. We know that most families hear about our school by word-of-mouth, and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

We will continue the aforementioned efforts and also implement an updated comprehensive marketing plan specifically designed for outreach to families of students with special needs. This marketing plan will be directed by a Senior Admissions Representative in the market. The marketing plan will include additional outreach and activities to/with community partners who serve SWD families.

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

	<p>school's special education staff to share feedback from incoming parents</p> <ul style="list-style-type: none"> o Work with special ed team to hold meetings specific to school programs offered to SWD population. o Coordinate recruitment activities with other's that target special populations (ie, provide special education materials in various languages, provide translators at information meetings that discuss services and enrollment on-boarding) o Continue to participate in community events designed to reach special populations o Work with local leaders who are also working with organizations to serve special needs families o Continue to research using internet, libraries, and community boards opportunities to reach a broader population 	
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for special population students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many parent-involvement initiatives.</p> <ul style="list-style-type: none"> • Culture and climate: We have a 	

Economically Disadvantaged

school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices – which we refer to as Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.

- Parent involvement: To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

- o Newsletters: We distribute regular newsletters from the principal and teachers to parents. Newsletters include important information regarding school-wide performance, initiatives, and programs.

- o Social media: We have an excellent website, which gives parents quick and easy access to general information on the school. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet access available at the school.

- o Classroom communication: Teachers frequently send home communications for parents so

The school is currently meeting its FRL Retention Target. The school will continue to utilize the aforementioned retention efforts in the upcoming school year.

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

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

o The principal conducted weekly virtual meetings for the parents from March 2020 through June of 2021.

We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as

Behave with Care – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.

To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including:

- o Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs is included in the newsletter.

- o Social media: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.

- o Classroom Communication: Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular

To help retain accepted students, and to comply with federal requirements to identify potential ELL students, the school has asked families of ELL students to complete a home language questionnaire. Information from this questionnaire ensures that each child for whom English is a second language is provided the services he or she needs to succeed in school.

English Language Learners

School staff have participated in professional development to provide staff members with tools that they can implement in the classroom to better meet the needs of their English learners. Staff is also participating in ongoing coaching provided by an EL Specialist throughout the academic year. Coaching topics focus on evidence-based teaching methods and best practices for making content accessible to English Learners. Each EL family had one staff member who checked on them weekly throughout the pandemic to ensure they had what they needed.

progress reports – via letter, online communication via the school's AtSchool gradebook system, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.

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

- o Parent Room: In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.

The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. In

		<p>addition, the school will begin utilizing a language line to better facilitate communication with our EL families. This language line allows us to access an interpreter for any meeting or phone call with no prior notice. If a parent calls with a question, we can call the language line to have a clear and better conversation. We are working with our current families to help better understand what they need and how we can better support them.</p>
Students with Disabilities	<p>A major key to student retention is effective communication and relationship building with all stakeholders. There are multiple points throughout the year that Brooklyn Excelsior keeps families informed and solicits feedback in order to improve. The dean of special education schedules individual transfer review meetings to take place within 72 hours of enrollment with the parents of every student that enters the school with an IEP. In this meeting, the dean reviews the program mandates, needs, and implementation plan for services. Parents are encouraged to bring input (questions, concerns, etc.) to this meeting to ensure a strong initial connection is made with these families and that their needs are immediately addressed. This connection continues to be built up throughout the year through additional communication measures such as quarterly IEP progress reports. In addition,</p>	<p>The school will continue to implement the aforementioned retention strategies throughout the upcoming school year. We are working with our current families to help better understand their needs and how we can better support them.</p> <p>We will continue the aforementioned efforts and also implement the following:</p> <ul style="list-style-type: none"> • Parent Input Forms in digital formats so that parents can share their thoughts,

parents are also invited at least once a year for an IEP review with the full IEP team. They are invited initially with a letter about a month before the meeting and then again are called by the special education teacher between a week and a day before as a reminder. Along with the invitation letter, the special education dean also sends a parent input form to help parents prepare for the review meeting and gather information from home. Following the meetings, parents are provided a post-IEP survey so that the deans can gather data to reflect and make improvements utilizing this feedback.

celebrations, and concerns with the school prior to IEP meetings

- Parent Post-IEP Survey Forms in digital format so that parents can provide feedback on special education processes and supports so that we are able to utilize that information to improve practices.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 26 2021

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

A. TEACH System - Employee Clearance

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 that 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] Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.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

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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

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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
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. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Sep 14 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

[Brooklyn Excelsior 2021-22 FINAL Calendar](#)

Filename: Brooklyn Excelsior 2021 22 FINAL Calendar.pdf **Size:** 243.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 26 2021

Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Brooklyn Excelsior Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA 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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://app.sharebase.com/#/folder/1045/share/239-j5eQIDD-Ky8WbV5Mrwyf2Wsat40
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/board-documents
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/board-documents
3. Link to NYS School Report Card	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/School-Operations
4. Lottery Notice announcing date of lottery	https://www.nhaschools.com/getattachment/134f7c61-58a7-4c2c-9dc6-dc7cc6269879/brooklyn-excelsior-charter-school.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/School-Operations
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.nhaschools.com/schools/brooklyn-excelsior-charter-school/en/getmedia/4b05f24a-0c35-4312-aef2-f3d9f8502c43/Brooklyn-Excelsior-(NY)-Final-2020-21.pdf
7. Authorizer-Approved FOIL Policy	https://app.sharebase.com/#/folder/1038/share/239-CqIt9VLHjsQDJRdbswjycKPrkTA
8. Subject matter list of FOIL records	https://app.sharebase.com/#/folder/1038/share/239-CqIt9VLHjsQDJRdbswjycKPrkTA

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Brooklyn Excelsior Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Plante Moran, PC
School Audit Contact Name:	Michelle Goss, CPA
School Audit Contact Email:	
School Audit Contact Phone:	

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	An extension was filed, included form 8868 in submission.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit report.
8) Corrective Action Plan	Included in audit report.

BROOKLYN EXCELSIOR CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

	ASSETS	2020-21	2019-20
CURRENT ASSETS			
Cash and cash equivalents		\$ 26,498	\$ 23,801
Grants and contracts receivable		718,428	321,293
Accounts receivables		-	-
Prepaid expenses		-	-
Contributions and other receivables		-	-
	TOTAL CURRENT ASSETS	744,926	345,094
PROPERTY, BUILDING AND EQUIPMENT, net			
		883	11,464
OTHER ASSETS			
		77,287	77,266
	TOTAL ASSETS	823,096	433,824
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses		\$ 1,120	\$ 1,120
Accrued payroll and benefits		-	-
Deferred Revenue		1,778	3,228
Current maturities of long-term debt		-	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		793,943	395,337
	TOTAL CURRENT LIABILITIES	796,841	399,685
LONG-TERM LIABILITIES			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
	TOTAL LONG-TERM LIABILITIES	-	-
	TOTAL LIABILITIES	796,841	399,685
NET ASSETS			
Without Donor Restrictions		26,255	34,139
With Donor Ristrictions		-	-
	TOTAL NET ASSETS	26,255	34,139
	TOTAL LIABILITIES AND NET ASSETS	823,096	433,824

CK - Should be zero	-	-
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BROOKLYN EXCELSIOR CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 11,125,076	\$ -	\$ 11,125,076	\$ 10,490,458
Students with disabilities	1,283,573	-	1,283,573	978,170
Grants and Contracts				
State and local	-	-	-	129,600
Federal - Title and IDEA	829,450	-	829,450	372,846
Federal - Other	36,656	-	36,656	69,197
Other	118,093	-	118,093	234,884
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	3,126	-	3,126	5,372
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,395,974	-	13,395,974	12,280,527
EXPENSES				
Program Services				
Regular Education	\$ 8,768,694	\$ -	\$ 8,768,694	\$ 8,378,224
Special Education	1,198,166	-	1,198,166	1,022,142
Other Programs	-	-	-	-
Total Program Services	9,966,860	-	9,966,860	9,400,366
Management and general	3,436,998	-	3,436,998	2,872,305
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	13,403,858	-	13,403,858	12,272,671
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(7,884)	-	(7,884)	7,856
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	-	-	-	-
CHANGE IN NET ASSETS	(7,884)	-	(7,884)	7,856
NET ASSETS BEGINNING OF YEAR	34,139	-	34,139	26,283
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 26,255	\$ -	\$ 26,255	\$ 34,139

BROOKLYN EXCELSIOR CHARTER SCHOOL**Statement of Cash Flows****as of June 30, 2021**

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (7,884)	\$ 7,856
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	10,581	10,959
Grants Receivable	(397,135)	(87,070)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	(1,431)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(1,450)	(24,575)
Interest payments	-	-
Other	398,606	112,257
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 2,718	\$ 17,996
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 2,718	\$ 17,996
Cash at beginning of year	101,067	83,071
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 103,785	\$ 101,067

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
						Management and				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	7.00	566,835	-	-	566,835	-	-	-	566,835	599,365
Instructional Personnel	52.00	2,822,848	773,869	-	3,596,717	-	-	-	3,596,717	3,250,841
Non-Instructional Personnel	10.00	223,899	-	-	223,899	-	-	-	223,899	246,983
Total Salaries and Staff	69.00	3,613,582	773,869	-	4,387,451	-	-	-	4,387,451	4,097,189
Fringe Benefits & Payroll Taxes		714,084	159,083	-	873,167	-	-	-	873,167	787,991
Retirement		74,114	14,240	-	88,354	-	-	-	88,354	74,966
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		3,815	-	-	3,815	-	-	-	3,815	12,521
Accounting / Audit Services		12,336	-	-	12,336	-	301,553	301,553	313,889	209,209
Other Purchased / Professional / Consulting Services		154,948	250,063	-	405,011	-	704,781	704,781	1,109,792	803,566
Building and Land Rent / Lease / Facility Finance Interest		2,434,603	-	-	2,434,603	-	-	-	2,434,603	2,434,035
Repairs & Maintenance		402,976	-	-	402,976	-	60,824	60,824	463,800	420,401
Insurance		43,467	-	-	43,467	-	-	-	43,467	42,772
Utilities		167,606	-	-	167,606	-	-	-	167,606	198,304
Supplies / Materials		353,063	11	-	353,074	-	-	-	353,074	130,413
Equipment / Furnishings		181,338	-	-	181,338	-	-	-	181,338	129,869
Staff Development		30,655	900	-	31,555	-	93,446	93,446	125,001	126,343
Marketing / Recruitment		118,218	-	-	118,218	-	457,171	457,171	575,389	463,571
Technology		111,924	-	-	111,924	-	752,133	752,133	864,057	849,550
Food Service		133,239	-	-	133,239	-	-	-	133,239	243,422
Student Services		121,182	-	-	121,182	-	123,483	123,483	244,665	211,780
Office Expense		51,963	-	-	51,963	-	11,471	11,471	63,434	74,700
Depreciation		10,581	-	-	10,581	-	-	-	10,581	10,959
OTHER		35,000	-	-	35,000	-	932,136	932,136	967,136	951,110
Total Expenses		\$ 8,768,694	\$ 1,198,166	\$ -	\$ 9,966,860	\$ -	\$ 3,436,998	\$ 3,436,998	\$ 13,403,858	\$ 12,272,671

	Select from drop-down list →
Date Submitted	April 20, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

	Updated List for 2020-21
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School
154	Explore Empower Charter School
94	Explore Exceed Charter School

79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I
101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School

156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School
215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School

	211	Wildflower New York Charter school
	155	Williamsburg Collegiate Charter School
	195	Zeta Charter School - Bronx 1
	194	Zeta Charter School - Inwood 1
	221	Zeta Charter School - Mount Eden
	222	Zeta Charter School - Tremont Park
MergelD		EdCorp SurvivingSchool
	500	Success Academy Charter Schools - NYC (Combined)
	501	Citizens of the World Charter School New York 1 (Combined)
	502	True North Rochester Preparatory Charter School (Combined)
	503	Family Life Academy Charter Schools (Combined)
	504	Community Partnership Charter School Education Corporation (Comb
	505	Excellence Charter Schools (Combined)
	506	Public Prep Charter School Academies (Combined)
	507	Explore Charter Schools of Brooklyn (Combined)
	508	East Harlem Scholars Academy Charter School (Combined)
	509	Uncommon New York City Charter Schools (Combined)
	510	Bronx Charter School for Excellence (Combined)
	511	Achievement First Brooklyn Charter Schools (Combined)
	512	Ascend Charter Schools (Combined)
	513	Manhattan Charter Schools (Combined)
	514	Brilla College Preparatory Charter Schools (Combined)
	515	Elmwood Village Charter Schools (Combined)
	516	NYC Autism Charter Schools (Combined)
	517	Bronx Charter School for Better Learning (Combined)
	518	Achievement First Brownsville Charter School (Combined)
	519	Achievement First Bushwick Charter School (Combined)
	520	Democracy Prep New York Charter Schools (Combined)
	521	Academy Charter School, The (Combined)
	522	Amber Charter School (Combined)
	523	Brooklyn Prospect Charter School (Combined)
	524	Our World Neighborhood Charter School (Combined)
	525	Zeta Charter Schools - New York City (Combined)
	526	KIPP NYC Public Charter Schools (Combined)
	527	DREAM Charter School (Combined)
	528	University Prep Public Charter Schools (Combined)
	529	Storefont Academy Charter School (Combined)
	530	Harlem Village Academy Charter School (Combined)
	531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

	School Name Selected
18	Brooklyn Excelsior Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

	SurvivingSchoolName
EdCorp	#N/A
Survivor	#N/A

	Input Messages (Balance Sheet and Cash Flow)
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

	BS & CF INPUT NOTES
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	
No	507	
No	507	

[illegible]

Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
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No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		
Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		

Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF

Yes

[illegible]



Certificate of Occupancy

CO Number: 301756151F

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

A.	Borough: Brooklyn	Block Number: 01633	Certificate Type: Final
	Address: 856 QUINCY STREET	Lot Number(s): 58	Effective Date: 01/25/2006
	Building Identification Number (BIN): 3044597		
	Special District: None	Building Type: Altered	
This Certificate supercedes CO Number(s): None			
For zoning lot metes & bounds, please see BISWeb.			
B.	Construction classification: OLD CODE: 2	Number of stories: 3	
	Building Occupancy Group classification: G	Height in feet: 75	
	Multiple Dwelling Law Classification: None	Number of dwelling units: 0	
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: Parking spaces (4), Parking (3130 square feet)		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			


Borough Commissioner
Brooklyn 1

Borough Commissioner



Commissioner



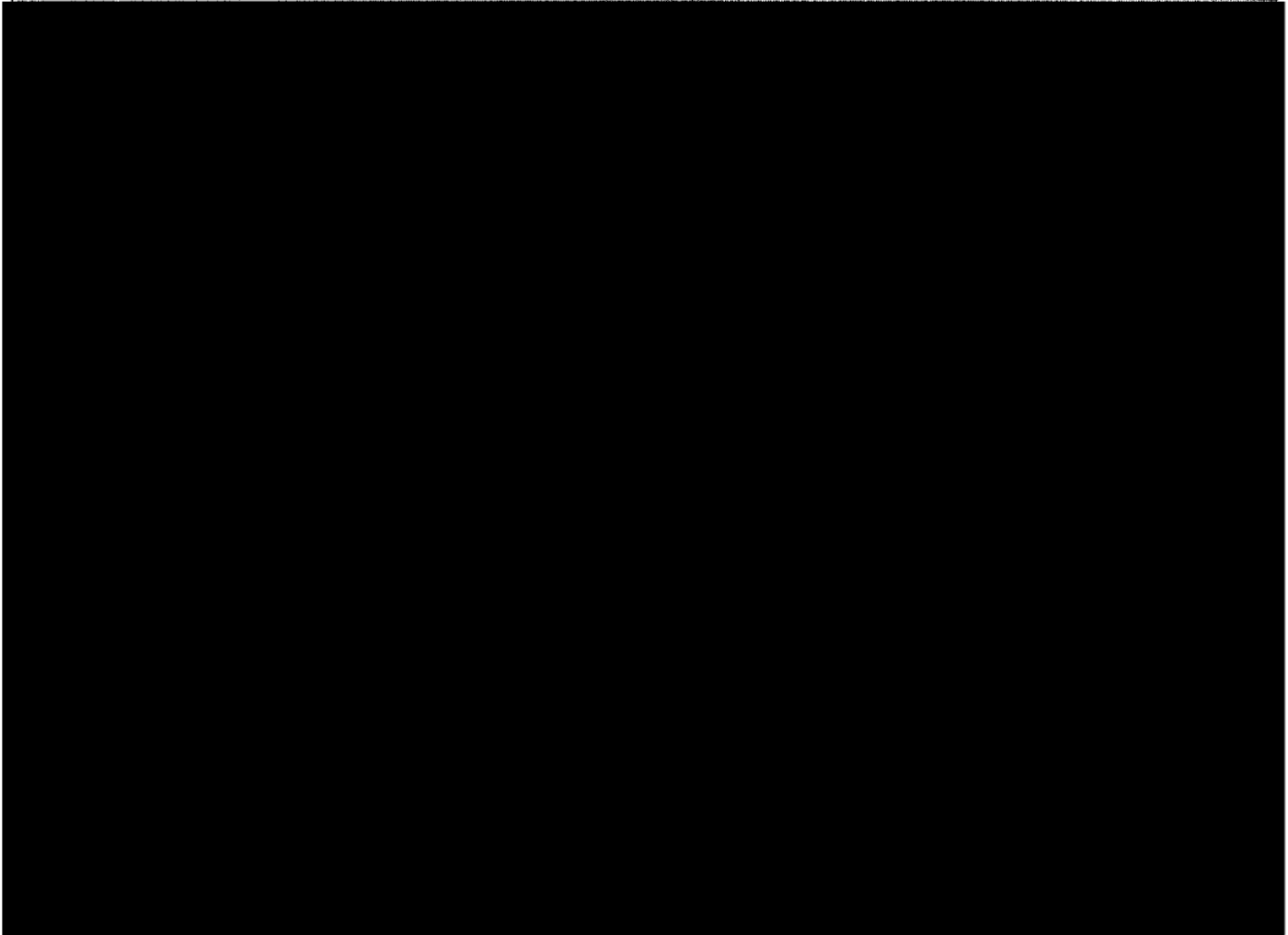
Certificate of Occupancy

CO Number:

301756151F

Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
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END OF SECTION


Borough Commissioner
Brooklyn 1

Borough Commissioner



Commissioner



Brooklyn Excelsior Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

718-246-5681

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Rudyard Ceres	President	N/A
Stephanie Cuba	Vice President	Human Resources & Training
Andra Wishom	Treasurer	N/A
Carol Schulhof	Secretary	Student Curriculum Performance & Assessment
Etta Waddell	Trustee	N/A
Jennifer Wilkins	Trustee	N/A
Lucien Perry	Trustee	N/A

Sally Girouard has served as the principal since August 2019.

SCHOOL OVERVIEW

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

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations." We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2020-21 school year, we served 704 students in grades K-8, of whom 86.8 percent qualify for free or reduced-price lunch.

These four key design elements are (1) Academic Excellence, (2) Student Responsibility, (3) Character Development, and (4) Parental Partnerships.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Our goal is to ensure that every student is on a college readiness trajectory as a result of our educational program. With that in mind, the curriculum is designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** We strongly believe that children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they can see and take pride in the results. At Brooklyn Excelsior, students learn that their best effort is vital to their academic success. Our teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** We believe that teaching virtues is integral to the development of children and to preparedness for high school and college. For this reason, we have made our character development through a curriculum an essential component of educational programming at Brooklyn Excelsior. We believe that great schools aim to develop both a student's heart and mind, so our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through this focus, students establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.
- **Parental Partnerships:** Our commitment is to foster strong partnerships with parents, which, in turn, help children be more successful. We believe parents understand the important role they play in ensuring their child's academic success and value being treated as partners.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. Brooklyn Excelsior began the school year with a third of its student population attending school in-person while the other two thirds were learning virtually. All students were fully virtual from November 25 – January 1 and we returned to an in-person model on January 4. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots." Families also can receive tech support from NHA's tech support team.
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. All teachers already had created Google Classrooms when school first closed in March 2020, and they used that environment to generate lessons and lesson plans. All teachers provided synchronous instruction via Google Meet.
- When the school reopened to in-person learning on January 4, we held a parent orientation to provide training on Google Classroom and Clever, so parents felt comfortable with these virtual platforms.
- Our Back-to-school night was held both in-person and virtually. We bundled curricular materials and tools to pass out to families such as math manipulatives and ready workbooks, novels and shared reading books, and science and social studies materials.
- We monitored and checked for growth for all students using i-Ready assessments. Our upper elementary dean partnered with a representative from iReady to understand data.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- To ensure engagement, teachers tracked Google Classroom and Clever logins, as well as submission of assignments. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom and other websites. Teachers also tracked connections with students and families and would provide a wellness check if a student didn't login during the day. If students were absent for multiple days, the schools Achievement Behavior Support Specialist and guidance counselor would reach out to those families and provide a wellness check.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional plans with families. Communications with families were intensified and streamlined. Parent meetings and parent-teacher conferences were held virtually. We also held our Q&A about the high school admissions process for eighth grade students and families virtually.
- Food service continued providing food to families that need it.
- We provided virtual field trips to students by partnering with Brooklyn Botanic Gardens. Plants were shipped to the school to supplement the virtual field trip, which allowed students to still have the hands-on experience. Students also received DNA Lab Kits to allow for hands-on testing in the classroom.

To sustain students' and families' social, mental, and emotional health we continued our daily moral focus lessons and provided wellness checks with families. We also partnered with Tiny Broadway for a four-week social-emotional program for grades 3-5. We also provided food assistance to families in need of extra support.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	50	64	74	84	81	78	58	71	75	-	-	-	-	636
2017-18	52	74	74	87	83	75	74	60	64	-	-	-	-	644
2018-19	60	65	67	73	80	82	77	72	55	-	-	-	-	631
2019-20	66	60	70	81	65	87	85	73	68	-	-	-	-	655
2020-21	72	83	69	71	90	74	86	86	73	-	-	-	-	704

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

Brooklyn Excelsior administered the i-Ready reading diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 79% in reading. Therefore, **this goal was not met**, falling short of the target by 21 percentage points. Students in 6th-8th grade showed the most progress towards meeting their spring growth target. At grade level, the goal was met in 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	73%	61
4	33%	86
5	54%	73
6	97%	66
7	158%	69
8	168%	54
All	79%	409

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students at Brooklyn Excelsior who were two or more grade levels below in the fall was 132% in reading. Therefore, **this goal was met**, exceeding the target by 12 percentage points. Students in 7th and 8th grade showed the most progress towards meeting their spring Typical Growth target. At grade level, the goal was met in 4th, 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	99%	20
4	138%	26
5	54%	33
6	93%	47
7	212%	41
8	231%	34
All	132%	201

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students with disabilities was 74% in reading. Therefore, **this goal was not met**, falling short of the target by five percentage points. At the grade level, this goal was met in 4th, 5th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	64%	12
4	80%	19
5	63%	15
6	18%	20
7	0%	15
8	311%	9
All	74%	90

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

In the Spring of 2020-21, 20% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Excelsior scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd grade showed the most positive results. Overall, the percent of students enrolled in at least their second year scoring at the mid on-grade level or above scale score was greater than the percent of all students, showing that students who have been at Brooklyn Excelsior longer are showing more progress.

End of Year Performance on 2020-21 i-Ready ELA Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	31%	62	35%	48
4	14%	86	13%	56
5	14%	73	20%	51
6	26%	69	19%	48
7	17%	70	16%	55
8	18%	56	17%	46
All	17%	416	20%	304

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. The median percent progress toward annual typical growth of students who were two or more grade levels below was 132%, exceeding the target by 12 percentage points. Brooklyn Excelsior came close to meeting their gap closing measure for students with disabilities, falling short of the target by only five percentage points.

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	409	79%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	201	132%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	79%	90	74%	No

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	304	20%	No
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ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Afterschool intervention tutoring will continue to be utilized and the school plans to implement a robust 10-week program in the 2021-22 school year.
- We have increased the number of Special Education teachers in our building and will fill vacancies for a social worker and technology support specialist.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswebPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **i-Ready**

Brooklyn Excelsior administered the i-Ready math diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 50% in math. This is less than the target of 100%, therefore, **this goal was not met**. Students in 5th and 7th grade showed the most progress towards meeting their spring growth target.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42%	63
4	41%	86
5	74%	72
6	50%	75
7	96%	78
8	0%	60
All	50%	434

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 65% in math. This is less than 100%, therefore, **this goal was not met**. At grade level, this goal was met in 7th grade.

End of Year Growth on 2020-21 i-Ready Math Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	80%	22
4	36%	32
5	67%	27
6	52%	34
7	115%	39
8	25%	25
All	65%	179

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math. Therefore, **this goal was met**, exceeding the target by one percentage points.

End of Year Growth on 2020-21 i-Ready Math Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	24%	12
4	48%	19
5	75%	15
6	52%	22
7	92%	17
8	0%	9
All	51%	94

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

In the Spring of 2020-21, 15% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd and 5th grade showed the most positive results.

End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	16%	63	18%	50
4	15%	86	11%	56
5	14%	72	18%	50
6	12%	75	14%	56
7	15%	78	17%	63
8	12%	60	12%	51
All	14%	434	15%	326

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. From fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math, exceeding the target by one percentage point.

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	434	50%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	179	65%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	50%	60	51%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	326	15%	No

ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs for increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.
- We will continue to address areas of need with the use of Illustrative Math and DreamBox programs.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Excelsior. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. When comparing the number of tested eighth graders to previous years, the number is much lower in the 2020-21 school year due to challenges with students testing in a virtual learning environment.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percent at or Above 3.0	Number Tested
4	25%	73
8	4%	23
All	20%	96

ADDITIONAL CONTEXT AND EVIDENCE

For the past three years the state test was administered, science proficiency in fourth grade has almost met 100 percent. This is a significant achievement for our school. Additionally, for the past three years, this goal has been met.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	58	97%	63	98%	58
8	63%	56	59%	54	62%	45
All	81%	114	79%	117	83%	103

For the past three years the state test was administered, students enrolled in at least their second year achieving proficiency on the New York State science exam has exceeded the local district. Additionally, this goal was met at each grade level.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98%	80%	97%	84%	98%	75%
8	63%	34%	59%	30%	62%	27%
All	81%	65%	79%	63%	83%	53%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal. Brooklyn Excelsior has met the absolute and comparative goal the last three years the state test was administered (2016-17 to 2018-19).

ACTION PLAN

- We are developing and stabilizing our science teachers building wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
- We are providing additional opportunities for students such as testing DNA in class virtually by providing supplemental DNA Lap Kids, as well as partnering with the Brooklyn Botanic Gardens to provide exploratory lessons.
- We have implemented a science lab to increase the frequency with which students are able to access hands-on materials and conduct scientific experiments that align to the Common Core Standards.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2020-21, Brooklyn Excelsior was in Good Standing and therefore met their ESSA goal.

ADDITIONAL EVIDENCE

Since 2017-18, Brooklyn Excelsior has been in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Brooklyn Excelsior Charter School

SCHOOL

Name:	Brooklyn Excelsior Charter School
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CONTACT INFORMATION

Contact Name:	Jacqueline Holder
Contact Title:	Business Analyst Manager
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**BROOKLYN EXCELSIOR CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	88	84	84	77	76	84	72	80	75				
TOTAL ENROLLMENT = 720													

ENROLLMENT BY DISTRICT

		PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	689.8409523	0	689.8409523	0	689.8409523	0	689.8409523	0	0	0	0	0
			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
		PRIOR YEAR 2020-21	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
			QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District		689.8409523		689.8409523		689.8409523		689.8409523					
2	SECONDARY District													

			ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		PRIOR YEAR	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	2020-21	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
		Actual Enrollment												

BROOKLYN EXCELSIOR CHARTER SCHOOL
2021-22

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")															
*NOTE: Enter the number of FTE positions in the "blue" cells.			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.							*NOTE: Each quarter, the actual FTE should be input.				*NOTE: State the assumptions that are being made for personnel FTE levels.	
ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management															
Instructional Management			1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators			4.0		4.0		4.0		4.0						
CFO / Director of Finance															
Operation / Business Manager															
Administrative Staff			2.8		2.8		2.8		2.8						
TOTAL ADMINISTRATIVE STAFF	0.0		7.8	0.0	7.8	0.0	7.8	0.0	7.8	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular			27.0		27.0		27.0		27.0						
Teachers - SPED			10.0		10.0		10.0		10.0						
Substitute Teachers															
Teaching Assistants															
Specialty Teachers			9.0		9.0		9.0		9.0						
Aides			4.5		4.5		4.5		4.5						
Therapists & Counselors			2.0		2.0		2.0		2.0						
Other															
TOTAL INSTRUCTIONAL	0.0		52.5	0.0	52.5	0.0	52.5	0.0	52.5	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse															
Librarian															
Custodian															
Security															
Other			6.3		6.3		6.3		6.3						
TOTAL NON-INSTRUCTIONAL	0.0		6.3	0.0	6.3	0.0	6.3	0.0	6.3	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0		66.5	0.0	66.5	0.0	66.5	0.0	66.5	0.0	0.0	0.0	0.0	0.0	

2021-22-Budget-and-Quarterly-Repor_l1fLfoc.xlsx_202202011306.xlsx

BROOKLYN EXCELSIOR CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	Avg. No. of Positions												
Executive Management	-			-			-			-			-
Instructional Management	1.00	49,167		-	49,166		-	48,108		-	48,647		-
Deans, Directors & Coordinators	4.00	103,462		-	97,998		-	94,281		-	98,218		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	-			-			-			-			-
Administrative Staff	2.75	27,030		-	32,457		-	26,208		-	26,619		-
TOTAL ADMINISTRATIVE STAFF	7.75	-	179,659	-	-	179,621	-	-	168,597	-	-	173,484	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	27.00	203,229		-	622,621		-	609,111		-	583,897		-
Teachers - SPED	10.00	80,198		-	245,940		-	240,593		-	229,899		-
Substitute Teachers	-	8,044		-	42,655		-	47,427		-	29,794		-
Teaching Assistants	-			-			-			-			-
Specialty Teachers	9.00	59,261		-	183,080		-	180,822		-	171,329		-
Aides	4.50	10,791		-	36,182		-	39,356		-	34,276		-
Therapists & Counselors	2.00	13,923		-	42,697		-	41,768		-	39,914		-
Other	-			-			-			-			-
TOTAL INSTRUCTIONAL	52.50	-	375,446	-	-	1,173,175	-	-	1,159,077	-	-	1,089,109	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	6.25	39,127		-	75,924		-	78,156		-	72,588		-
TOTAL NON-INSTRUCTIONAL	6.25	-	39,127	-	-	75,924	-	-	78,156	-	-	72,588	-
SUBTOTAL PERSONNEL SERVICE COSTS													
	66.50	-	594,232	-	-	1,428,720	-	-	1,405,830	-	-	1,335,181	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		47,588		-	110,126		-	124,026		-	103,178		-
Fringe / Employee Benefits		99,640		-	163,888		-	183,824		-	144,807		-
Retirement / Pension		23,456		-	20,241		-	23,441		-	20,221		-
TOTAL PAYROLL TAXES AND BENEFITS		-	170,684	-	-	294,255	-	-	331,291	-	-	268,206	-
TOTAL PERSONNEL SERVICE COSTS													
	66.50	-	764,916	-	-	1,722,975	-	-	1,737,121	-	-	1,603,387	-
CONTRACTED SERVICES													
Accounting / Audit		20,146		-	127,123		-	112,970		-	68,816		-
Legal		3,564		-	3,564		-	3,564		-	3,558		-
Management Company Fee				-			-			-			-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services				-			-			-			-
Special Ed Services		41,081		-	97,279		-	94,654		-	79,173		-
Titlement Services (i.e. Title I)		5,095		-	37,842		-	36,150		-	18,651		-
Other Purchased / Professional / Consulting		46,389		-	287,784		-	278,397		-	145,151		-
TOTAL CONTRACTED SERVICES		-	116,275	-	-	553,592	-	-	525,735	-	-	315,349	-

	BROOKLYN EXCELSIOR CHARTER SCHOOL Budget / Operating Plan 2021-22												
Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses		8,751		-	8,751		-	8,751		-	8,747		-
Classroom / Teaching Supplies & Materials		70,050		-	257,178		-	110,305		-	107,021		-
Special Ed Supplies & Materials		548		-	790		-	854		-	608		-
Textbooks / Workbooks		13,293		-	12,675		-	10,130		-	10,233		-
Supplies & Materials other		1,599		-	1,599		-	1,599		-	1,603		-
Equipment / Furniture		6,945		-	6,945		-	6,945		-	6,944		-
Telephone		678		-	678		-	678		-	681		-
Technology		37,176		-	219,803		-	214,958		-	97,233		-
Student Testing & Assessment		16,667		-	49,294		-	49,529		-	26,069		-
Field Trips		905		-	2,100		-	2,164		-	1,831		-
Transportation (student)		19,219		-	64,440		-	70,093		-	61,048		-
Student Services - other		27		-	54		-	54		-	45		-
Office Expense		13,532		-	22,463		-	22,407		-	17,852		-
Staff Development		33,693		-	61,779		-	51,519		-	35,930		-
Staff Recruitment		9,171		-	59,995		-	56,218		-	32,361		-
Student Recruitment / Marketing		202,961		-	134,036		-	139,486		-	91,060		-
School Meals / Lunch		39,718		-	126,304		-	136,575		-	99,531		-
Travel (Staff)		1,685		-	1,884		-	1,884		-	1,808		-
Fundraising				-			-			-			-
Other		37,038		-	266,429		-	252,381		-	133,052		-
TOTAL SCHOOL OPERATIONS	-	513,656	-	-	1,297,197	-	-	1,136,530	-	-	733,657	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,106		-	11,106		-	11,106		-	11,102		-
Janitorial		47,751		-	47,751		-	47,751		-	47,747		-
Building and Land Rent / Lease / Facility Finance Interest		597,351.00		-	597,351		-	597,351		-	597,355		-
Repairs & Maintenance		61,956		-	68,291		-	79,059		-	60,640		-
Equipment / Furniture		8,026		-	78,885		-	32,501		-	32,823		-
Security		775		-	1,208		-	1,122		-	1,177		-
Utilities		54,970		-	51,329		-	53,942		-	49,959		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	781,935	-	-	855,921	-	-	822,832	-	-	800,803	-	-
DEPRECIATION & AMORTIZATION				-			-			-			-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-	-
NET INCOME	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-

	BROOKLYN EXCELSIOR CHARTER SCHOOL Budget / Operating Plan 2021-22												
Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	-	1	-	-	1	-	-	1	-	-	1	-	-
	-	690	-	-	690	-	-	690	-	-	690	-	-
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		BROOKLYN EXCELSIOR CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2021-22	
Total Revenue		14,281,881	14,281,881	-	14,281,881	14,281,881	
Total Expenses		14,281,881	14,281,881	-	(14,281,881)	(14,281,881)	
Net Income		-	-	-	-	-	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES		2021-22					
Per Pupil Revenue	Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	16,844	11,619,681	11,619,681	-	11,619,681	11,619,681	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
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-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	11,619,681	11,619,681	-	11,619,681	11,619,681	
Special Education Revenue		1,279,733	1,279,733	-	1,279,733	1,279,733	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		12,899,414	12,899,414	-	12,899,414	12,899,414	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		90,991	90,991	-	90,991	90,991	
Title I		315,915	315,915	-	315,915	315,915	
Title Funding - Other		80,047	80,047	-	80,047	80,047	
School Food Service (Free Lunch)		377,424	377,424	-	377,424	377,424	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other		502,280	502,280	-	502,280	502,280	
TOTAL REVENUE FROM FEDERAL SOURCES		1,366,657	1,366,657	-	1,366,657	1,366,657	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		9,810	9,810	-	9,810	9,810	
Text Book		-	-	-	-	-	
OTHER		6,000	6,000	-	6,000	6,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		15,810	15,810	-	15,810	15,810	
TOTAL REVENUE		14,281,881	14,281,881	-	14,281,881	14,281,881	

		BROOKLYN EXCELSIOR CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2021-22	
Total Revenue		14,281,881	14,281,881	-	14,281,881	14,281,881	
Total Expenses		14,281,881	14,281,881	-	(14,281,881)	(14,281,881)	
Net Income		-	-	-	-	-	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	195,088	195,088	-	(195,088)	(195,088)	
Deans, Directors & Coordinators	4.00	393,959	393,959	-	(393,959)	(393,959)	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.75	112,314	112,314	-	(112,314)	(112,314)	
TOTAL ADMINISTRATIVE STAFF	7.75	701,361	701,361	-	(701,361)	(701,361)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	27.00	2,018,858	2,018,858	-	(2,018,858)	(2,018,858)	
Teachers - SPED	10.00	796,630	796,630	-	(796,630)	(796,630)	
Substitute Teachers	-	127,920	127,920	-	(127,920)	(127,920)	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	9.00	594,492	594,492	-	(594,492)	(594,492)	
Aides	4.50	120,605	120,605	-	(120,605)	(120,605)	
Therapists & Counselors	2.00	138,302	138,302	-	(138,302)	(138,302)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	52.50	3,796,807	3,796,807	-	(3,796,807)	(3,796,807)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	6.25	265,795	265,795	-	(265,795)	(265,795)	
TOTAL NON-INSTRUCTIONAL	6.25	265,795	265,795	-	(265,795)	(265,795)	
SUBTOTAL PERSONNEL SERVICE COSTS		66.50	4,763,963	4,763,963	-	(4,763,963)	(4,763,963)
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		384,918	384,918	-	(384,918)	(384,918)	
Fringe / Employee Benefits		592,159	592,159	-	(592,159)	(592,159)	
Retirement / Pension		87,359	87,359	-	(87,359)	(87,359)	
TOTAL PAYROLL TAXES AND BENEFITS		1,064,436	1,064,436	-	(1,064,436)	(1,064,436)	
TOTAL PERSONNEL SERVICE COSTS		66.50	5,828,399	5,828,399	-	(5,828,399)	(5,828,399)
CONTRACTED SERVICES							
Accounting / Audit		329,055	329,055	-	(329,055)	(329,055)	
Legal		14,250	14,250	-	(14,250)	(14,250)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		312,187	312,187	-	(312,187)	(312,187)	
Titlment Services (i.e. Title I)		97,738	97,738	-	(97,738)	(97,738)	
Other Purchased / Professional / Consulting		757,721	757,721	-	(757,721)	(757,721)	
TOTAL CONTRACTED SERVICES			1,510,951	1,510,951	-	(1,510,951)	(1,510,951)

BROOKLYN EXCELSIOR CHARTER SCHOOL					
Budget / Operating Plan					
2021-22					
Total Revenue	14,281,881	14,281,881	-	14,281,881	14,281,881
Total Expenses	14,281,881	14,281,881	-	(14,281,881)	(14,281,881)
Net Income	-	-	-	-	-
Actual Student Enrollment					
Total Year			VARIANCE		
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS					
Board Expenses	35,000	35,000	-	(35,000)	(35,000)
Classroom / Teaching Supplies & Materials	544,554	544,554	-	(544,554)	(544,554)
Special Ed Supplies & Materials	2,800	2,800	-	(2,800)	(2,800)
Textbooks / Workbooks	46,331	46,331	-	(46,331)	(46,331)
Supplies & Materials other	6,400	6,400	-	(6,400)	(6,400)
Equipment / Furniture	27,779	27,779	-	(27,779)	(27,779)
Telephone	2,715	2,715	-	(2,715)	(2,715)
Technology	569,170	569,170	-	(569,170)	(569,170)
Student Testing & Assessment	141,559	141,559	-	(141,559)	(141,559)
Field Trips	7,000	7,000	-	(7,000)	(7,000)
Transportation (student)	214,800	214,800	-	(214,800)	(214,800)
Student Services - other	180	180	-	(180)	(180)
Office Expense	76,254	76,254	-	(76,254)	(76,254)
Staff Development	182,921	182,921	-	(182,921)	(182,921)
Staff Recruitment	157,745	157,745	-	(157,745)	(157,745)
Student Recruitment / Marketing	567,543	567,543	-	(567,543)	(567,543)
School Meals / Lunch	402,128	402,128	-	(402,128)	(402,128)
Travel (Staff)	7,261	7,261	-	(7,261)	(7,261)
Fundraising	-	-	-	-	-
Other	688,900	688,900	-	(688,900)	(688,900)
TOTAL SCHOOL OPERATIONS	3,681,040	3,681,040	-	(3,681,040)	(3,681,040)
FACILITY OPERATION & MAINTENANCE					
Insurance	44,420	44,420	-	(44,420)	(44,420)
Janitorial	191,000	191,000	-	(191,000)	(191,000)
Building and Land Rent / Lease / Facility Finance Interest	2,389,408	2,389,408	-	(2,389,408)	(2,389,408)
Repairs & Maintenance	269,946	269,946	-	(269,946)	(269,946)
Equipment / Furniture	152,235	152,235	-	(152,235)	(152,235)
Security	4,282	4,282	-	(4,282)	(4,282)
Utilities	210,200	210,200	-	(210,200)	(210,200)
TOTAL FACILITY OPERATION & MAINTENANCE	3,261,491	3,261,491	-	(3,261,491)	(3,261,491)
DEPRECIATION & AMORTIZATION					
	-	-	-	-	-
COVID-19 / CONTINGENCY					
	-	-	-	-	-
DEFERRED RENT					
	-	-	-	-	-
TOTAL EXPENSES	14,281,881	14,281,881	-	(14,281,881)	(14,281,881)
NET INCOME	-	-	-	-	-

DESCRIPTION OF ASSUMPTIONS

		BROOKLYN EXCELSIOR CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
Total Revenue		14,281,881	14,281,881	-	14,281,881	14,281,881	
Total Expenses		14,281,881	14,281,881	-	(14,281,881)	(14,281,881)	
Net Income		-	-	-	-	-	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
NYC CHANCELLOR'S OFFICE							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

	BROOKLYN EXCELSIOR CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-	-	14,281,881
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-	-	14,281,881
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below}														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-	-	-
Beginning Cash Balance	-	-	-	-	1,119,540	-	-	438,237	-	-	(105,713)	-	-	-
ENDING CASH BALANCE	-	1,119,540	-	-	438,237	-	-	(105,713)	-	-	0	-	-	0

		BROOKLYN EXCELSIOR CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22	
Total Revenue		14,281,881	-	14,281,881	14,281,881	
Total Expenses		14,281,881	-	(14,281,881)	(14,281,881)	
Net Income		-	-	-	-	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY	Budget vs. PY	
		Budget		Budget	Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES {enter descriptions below }						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below }						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below }						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		-	-	-	-	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		0	-	-	-	

BROOKLYN EXCELSIOR CHARTER SCHOOL
BALANCE SHEET
2021-22

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

BROOKLYN EXCELSIOR CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Current			Current			Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	49,167	-	-	49,166	-	-	48,108	-	-	48,647	-
Deans, Directors & Coordinators	-	103,462	-	-	97,998	-	-	94,281	-	-	98,218	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	27,030	-	-	32,457	-	-	26,208	-	-	26,619	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-	-
	-	179,659	-	-	179,621	-	-	168,597	-	-	173,484	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	203,229	-	-	622,621	-	-	609,111	-	-	583,897	-
Teachers - SPED	-	80,198	-	-	245,940	-	-	240,593	-	-	229,899	-
Substitute Teachers	-	8,044	-	-	42,655	-	-	47,427	-	-	29,794	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	59,261	-	-	183,080	-	-	180,822	-	-	171,329	-
Aides	-	10,791	-	-	36,182	-	-	39,356	-	-	34,276	-
Therapists & Counselors	-	13,923	-	-	42,697	-	-	41,768	-	-	39,914	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
	-	375,446	-	-	1,173,175	-	-	1,159,077	-	-	1,089,109	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	39,127	-	-	75,924	-	-	78,156	-	-	72,588	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
	-	39,127	-	-	75,924	-	-	78,156	-	-	72,588	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-
	-	594,232	-	-	1,428,720	-	-	1,405,830	-	-	1,335,181	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	47,588	-	-	110,126	-	-	124,026	-	-	103,178	-
Fringe / Employee Benefits	-	99,640	-	-	163,888	-	-	183,824	-	-	144,807	-
Retirement / Pension	-	23,456	-	-	20,241	-	-	23,441	-	-	20,221	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-
	-	170,684	-	-	294,255	-	-	331,291	-	-	268,206	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-
	-	764,916	-	-	1,722,975	-	-	1,737,121	-	-	1,603,387	-
CONTRACTED SERVICES												
Accounting / Audit	-	20,146	-	-	127,123	-	-	112,970	-	-	68,816	-
Legal	-	3,564	-	-	3,564	-	-	3,564	-	-	3,558	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	41,081	-	-	97,279	-	-	94,654	-	-	79,173	-
Titlement Services (i.e. Title I)	-	5,095	-	-	37,842	-	-	36,150	-	-	18,651	-
Other Purchased / Professional / Consulting	-	46,389	-	-	287,784	-	-	278,397	-	-	145,151	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-	-	-
	-	116,275	-	-	553,592	-	-	525,735	-	-	315,349	-

BROOKLYN EXCELSIOR CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS												
Board Expenses		8,751	-		8,751	-		8,751	-		8,747	-
Classroom / Teaching Supplies & Materials		70,050	-		257,178	-		110,305	-		107,021	-
Special Ed Supplies & Materials		548	-		790	-		854	-		608	-
Textbooks / Workbooks		13,293	-		12,675	-		10,130	-		10,233	-
Supplies & Materials other		1,599	-		1,599	-		1,599	-		1,603	-
Equipment / Furniture		6,945	-		6,945	-		6,945	-		6,944	-
Telephone		678	-		678	-		678	-		681	-
Technology		37,176	-		219,803	-		214,958	-		97,233	-
Student Testing & Assessment		16,667	-		49,294	-		49,529	-		26,069	-
Field Trips		905	-		2,100	-		2,164	-		1,831	-
Transportation (student)		19,219	-		64,440	-		70,093	-		61,048	-
Student Services - other		27	-		54	-		54	-		45	-
Office Expense		13,532	-		22,463	-		22,407	-		17,852	-
Staff Development		33,693	-		61,779	-		51,519	-		35,930	-
Staff Recruitment		9,171	-		59,995	-		56,218	-		32,361	-
Student Recruitment / Marketing		202,961	-		134,036	-		139,486	-		91,060	-
School Meals / Lunch		39,718	-		126,304	-		136,575	-		99,531	-
Travel (Staff)		1,685	-		1,884	-		1,884	-		1,808	-
Fundraising		-	-		-	-		-	-		-	-
Other		37,038	-		266,429	-		252,381	-		133,052	-
TOTAL SCHOOL OPERATIONS	-	513,656	-	-	1,297,197	-	-	1,136,530	-	-	733,657	-
FACILITY OPERATION & MAINTENANCE												
Insurance		11,106	-		11,106	-		11,106	-		11,102	-
Janitorial		47,751	-		47,751	-		47,751	-		47,747	-
Building and Land Rent / Lease / Facility Finance Interest		597,351	-		597,351	-		597,351	-		597,355	-
Repairs & Maintenance		61,956	-		68,291	-		79,059	-		60,640	-
Equipment / Furniture		8,026	-		78,885	-		32,501	-		32,823	-
Security		775	-		1,208	-		1,122	-		1,177	-
Utilities		54,970	-		51,329	-		53,942	-		49,959	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	781,935	-	-	855,921	-	-	822,832	-	-	800,803	-
DEPRECIATION & AMORTIZATION		-	-		-	-		-	-		-	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-
NET INCOME	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-

Budget / Operating Plan

2021-22

Total Revenue	-	3,296,322	-	-	3,748,381	-	-	3,678,268	-	-	3,558,909	-
Total Expenses	-	2,176,782	-	-	4,429,685	-	-	4,222,218	-	-	3,453,196	-
Net Income	-	1,119,540	-	-	(681,304)	-	-	(543,950)	-	-	105,713	-
Actual Student Enrollment	-	690	-	-	690	-	-	690	-	-	690	-

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE

[illegible]

ALL OTHER School Districts: (Count = 0)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	14,281,881	(14,281,881)	-	-	14,281,881	(14,281,881)	-	-
Total Expenses	-	-	-	14,281,881	14,281,881	-	-	14,281,881	14,281,881	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-
Actual Student Enrollment	-	-	-			-	-			-	

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	2021-22 Per Pupil Rate												
NYC CHANCELLOR'S OFFICE	16,844		-	-	-	11,619,681	(11,619,681)	-	-	11,619,681	(11,619,681)	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-		-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844		-	-	-	11,619,681	(11,619,681)	-	-	11,619,681	(11,619,681)	-	-
Special Education Revenue			-	-	-	1,279,733	(1,279,733)	-	-	1,279,733	(1,279,733)	-	-
Grants													
Stimulus			-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			-	-	-	12,899,414	(12,899,414)	-	-	12,899,414	(12,899,414)	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			-	-	-	90,991	(90,991)	-	-	90,991	(90,991)	-	-
Title I			-	-	-	315,915	(315,915)	-	-	315,915	(315,915)	-	-
Title Funding - Other			-	-	-	80,047	(80,047)	-	-	80,047	(80,047)	-	-
School Food Service (Free Lunch)			-	-	-	377,424	(377,424)	-	-	377,424	(377,424)	-	-
Grants													
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	502,280	(502,280)	-	-	502,280	(502,280)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	-	1,366,657	(1,366,657)	-	-	1,366,657	(1,366,657)	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	9,810	(9,810)	-	-	9,810	(9,810)	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	6,000	(6,000)	-	-	6,000	(6,000)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	15,810	(15,810)	-	-	15,810	(15,810)	-	-
TOTAL REVENUE			-	-	-	14,281,881	(14,281,881)	-	-	14,281,881	(14,281,881)	-	-

BROOKLYN EXCELSIOR CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,281,881	(14,281,881)	-	-	14,281,881	(14,281,881)	-	-
Total Expenses	-	-	-	14,281,881	14,281,881	-	-	14,281,881	14,281,881	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current Budget (Current Quarter)	Actual vs. Current Budget	Actual vs. Current Budget - TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
				Actual							Actual CY vs. Actual PY
EXPENSES	Quarter 0 No. of Positions										
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	195,088	195,088	-	-	195,088	195,088	-	-
Deans, Directors & Coordinators	-	-	-	393,959	393,959	-	-	393,959	393,959	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	112,314	112,314	-	-	112,314	112,314	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	701,361	701,361	-	-	701,361	701,361	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	2,018,858	2,018,858	-	-	2,018,858	2,018,858	-	-
Teachers - SPED	-	-	-	796,630	796,630	-	-	796,630	796,630	-	-
Substitute Teachers	-	-	-	127,920	127,920	-	-	127,920	127,920	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	594,492	594,492	-	-	594,492	594,492	-	-
Aides	-	-	-	120,605	120,605	-	-	120,605	120,605	-	-
Therapists & Counselors	-	-	-	138,302	138,302	-	-	138,302	138,302	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	3,796,807	3,796,807	-	-	3,796,807	3,796,807	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	265,795	265,795	-	-	265,795	265,795	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	265,795	265,795	-	-	265,795	265,795	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	4,763,963	4,763,963	-	-	4,763,963	4,763,963	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	384,918	384,918	-	-	384,918	384,918	-	-
Fringe / Employee Benefits	-	-	-	592,159	592,159	-	-	592,159	592,159	-	-
Retirement / Pension	-	-	-	87,359	87,359	-	-	87,359	87,359	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,064,436	1,064,436	-	-	1,064,436	1,064,436	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	5,828,399	5,828,399	-	-	5,828,399	5,828,399	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	329,055	329,055	-	-	329,055	329,055	-	-
Legal	-	-	-	14,250	14,250	-	-	14,250	14,250	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	312,187	312,187	-	-	312,187	312,187	-	-
Titlement Services (i.e. Title I)	-	-	-	97,738	97,738	-	-	97,738	97,738	-	-
Other Purchased / Professional / Consulting	-	-	-	757,721	757,721	-	-	757,721	757,721	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,510,951	1,510,951	-	-	1,510,951	1,510,951	-	-

BROOKLYN EXCELSIOR CHARTER SCHOOL										
Budget / Operating Plan										
2021-22										
Total Revenue	-	-	-	14,281,881	(14,281,881)	-	-	14,281,881	(14,281,881)	-
Total Expenses	-	-	-	14,281,881	14,281,881	-	-	14,281,881	14,281,881	-
Net Income	-	-	-	-	-	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS										
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
SCHOOL OPERATIONS	-	-	-	35,000	35,000	-	-	35,000	35,000	-
Board Expenses	-	-	-	544,554	544,554	-	-	544,554	544,554	-
Classroom / Teaching Supplies & Materials	-	-	-	2,800	2,800	-	-	2,800	2,800	-
Special Ed Supplies & Materials	-	-	-	46,331	46,331	-	-	46,331	46,331	-
Textbooks / Workbooks	-	-	-	6,400	6,400	-	-	6,400	6,400	-
Supplies & Materials other	-	-	-	27,779	27,779	-	-	27,779	27,779	-
Equipment / Furniture	-	-	-	2,715	2,715	-	-	2,715	2,715	-
Telephone	-	-	-	569,170	569,170	-	-	569,170	569,170	-
Technology	-	-	-	141,559	141,559	-	-	141,559	141,559	-
Student Testing & Assessment	-	-	-	7,000	7,000	-	-	7,000	7,000	-
Field Trips	-	-	-	214,800	214,800	-	-	214,800	214,800	-
Transportation (student)	-	-	-	180	180	-	-	180	180	-
Student Services - other	-	-	-	76,254	76,254	-	-	76,254	76,254	-
Office Expense	-	-	-	182,921	182,921	-	-	182,921	182,921	-
Staff Development	-	-	-	157,745	157,745	-	-	157,745	157,745	-
Staff Recruitment	-	-	-	567,543	567,543	-	-	567,543	567,543	-
Student Recruitment / Marketing	-	-	-	402,128	402,128	-	-	402,128	402,128	-
School Meals / Lunch	-	-	-	7,261	7,261	-	-	7,261	7,261	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	688,900	688,900	-	-	688,900	688,900	-
Other	-	-	-	3,681,040	3,681,040	-	-	3,681,040	3,681,040	-
TOTAL SCHOOL OPERATIONS	-	-	-	3,681,040	3,681,040	-	-	3,681,040	3,681,040	-
FACILITY OPERATION & MAINTENANCE	-	-	-	44,420	44,420	-	-	44,420	44,420	-
Insurance	-	-	-	191,000	191,000	-	-	191,000	191,000	-
Janitorial	-	-	-	2,389,408	2,389,408	-	-	2,389,408	2,389,408	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	269,946	269,946	-	-	269,946	269,946	-
Repairs & Maintenance	-	-	-	152,235	152,235	-	-	152,235	152,235	-
Equipment / Furniture	-	-	-	4,282	4,282	-	-	4,282	4,282	-
Security	-	-	-	210,200	210,200	-	-	210,200	210,200	-
Utilities	-	-	-	3,261,491	3,261,491	-	-	3,261,491	3,261,491	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	3,261,491	3,261,491	-	-	3,261,491	3,261,491	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	14,281,881	14,281,881	-	-	14,281,881	14,281,881	-
NET INCOME	-	-	-	-	-	-	-	-	-	-

BROOKLYN EXCELSIOR CHARTER SCHOOL											
Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	14,281,881	(14,281,881)	-	-	14,281,881	(14,281,881)	-	-
Total Expenses	-	-	-	14,281,881	14,281,881	-	-	14,281,881	14,281,881	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget (Current Quarter)			Actual vs. Current Budget		Actual vs. Current Budget TY		Original Budget vs. Original Budget		Actual vs. Original Budget TY	
	Actual	Current Budget (Current Quarter)	Actual Current Budget	Current Budget - TY	Current Budget TY	Current Budget TY	Current Budget TY	Original Budget	Original Budget - TY	Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
* Enrollment Data Based on Last Actual Quarter Completed											
ENROLLMENT - *School Districts Are Linked To Above Entries*	-	-	-					-	-		-
NYC CHANCELLOR'S OFFICE	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
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-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
-	-	-	-					-	-		-
ALL OTHER School Districts: (Count = 0)	-	-	-					-	-		-
TOTAL ENROLLMENT	-	-	-					-	-		-
REVENUE PER PUPIL	-	-	-					-	-		-
EXPENSES PER PUPIL	-	-	-					-	-		-



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
BROOKLYN EXCELSIOR CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



Brooklyn Excelsior Charter School

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By: Brooklyn Excelsior Charter School

Board of Trustees

856 Quincy Street

Brooklyn, NY 11221

718-246-5681

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

National Heritage Academies prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Rudyard Ceres	President	N/A
Stephanie Cuba	Vice President	Human Resources & Training
Andra Wishom	Treasurer	N/A
Carol Schulhof	Secretary	Student Curriculum Performance & Assessment
Etta Waddell	Trustee	N/A
Jennifer Wilkins	Trustee	N/A
Lucien Perry	Trustee	N/A

Sally Girouard has served as the principal since August 2019.

SCHOOL OVERVIEW

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

The school will maintain its focus on four key design elements as it pursues its mission: "Working in partnership with parents and the community, Brooklyn Excelsior will offer a challenging character-based education by providing a strong curriculum and an atmosphere of high expectations." We started in 2003 by serving 206 students in grades K-4, and we have added one grade level each year. In the 2020-21 school year, we served 704 students in grades K-8, of whom 86.8 percent qualify for free or reduced-price lunch.

These four key design elements are (1) Academic Excellence, (2) Student Responsibility, (3) Character Development, and (4) Parental Partnerships.

- **Academic Excellence:** A quality K-8 education sets the critical foundation for a student's success in high school, college, and beyond. Our goal is to ensure that every student is on a college readiness trajectory as a result of our educational program. With that in mind, the curriculum is designed to meet state standards and equip students with specific skills and knowledge they need to master each content area at each grade level.
- **Student Responsibility:** We strongly believe that children thrive in an environment where they clearly understand what is expected of them, and after putting forth their best effort, they can see and take pride in the results. At Brooklyn Excelsior, students learn that their best effort is vital to their academic success. Our teachers strive to consistently reinforce the importance of students' responsibility for their education and accountability for their actions.
- **Character Development:** We believe that teaching virtues is integral to the development of children and to preparedness for high school and college. For this reason, we have made our character development through a curriculum an essential component of educational programming at Brooklyn Excelsior. We believe that great schools aim to develop both a student's heart and mind, so our character development curriculum builds on the virtues of prudence, justice, temperance, and fortitude. Through this focus, students establish and maintain strong personal character while also developing the qualities necessary to achieve academic success and become good citizens.
- **Parental Partnerships:** Our commitment is to foster strong partnerships with parents, which, in turn, help children be more successful. We believe parents understand the important role they play in ensuring their child's academic success and value being treated as partners.

The COVID-19 pandemic required immediate transition to an entirely new model of teaching and learning. Brooklyn Excelsior began the school year with a third of its student population attending school in-person while the other two thirds were learning virtually. All students were fully virtual from November 25 – January 1 and we returned to an in-person model on January 4. Our commitment to broad school improvement remained apparent throughout our response. Key facets of our pandemic response included:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- We initially focused on standards and skills crucial to success and suitable for remote learning in structured, guided, and accessible learning opportunities for all students.
- In the spring of 2020, we surveyed families for information on home technology access. We gave families Chromebooks and provided several families internet "hotspots." Families also can receive tech support from NHA's tech support team.
- Students received printed materials which supplemented teachers' remote instruction. Teachers also received many digital tools to use as needed and appropriate. All teachers already had created Google Classrooms when school first closed in March 2020, and they used that environment to generate lessons and lesson plans. All teachers provided synchronous instruction via Google Meet.
- When the school reopened to in-person learning on January 4, we held a parent orientation to provide training on Google Classroom and Clever, so parents felt comfortable with these virtual platforms.
- Our Back-to-school night was held both in-person and virtually. We bundled curricular materials and tools to pass out to families such as math manipulatives and ready workbooks, novels and shared reading books, and science and social studies materials.
- We monitored and checked for growth for all students using i-Ready assessments. Our upper elementary dean partnered with a representative from iReady to understand data.
- Special education students and at-risk students received the same learning opportunities as all other students received; they also received learning activities and services in accordance with IEPs.
- To ensure engagement, teachers tracked Google Classroom and Clever logins, as well as submission of assignments. Attendance was tracked using completed tasks, family reports, and activity on Google Classroom and other websites. Teachers also tracked connections with students and families and would provide a wellness check if a student didn't login during the day. If students were absent for multiple days, the schools Achievement Behavior Support Specialist and guidance counselor would reach out to those families and provide a wellness check.
- New training materials and PD helped teachers adapt to the new approach to instruction.
- Teachers began sharing weekly instructional plans with families. Communications with families were intensified and streamlined. Parent meetings and parent-teacher conferences were held virtually. We also held our Q&A about the high school admissions process for eighth grade students and families virtually.
- Food service continued providing food to families that need it.
- We provided virtual field trips to students by partnering with Brooklyn Botanic Gardens. Plants were shipped to the school to supplement the virtual field trip, which allowed students to still have the hands-on experience. Students also received DNA Lab Kits to allow for hands-on testing in the classroom.

To sustain students' and families' social, mental, and emotional health we continued our daily moral focus lessons and provided wellness checks with families. We also partnered with Tiny Broadway for a four-week social-emotional program for grades 3-5. We also provided food assistance to families in need of extra support.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	50	64	74	84	81	78	58	71	75	-	-	-	-	636
2017-18	52	74	74	87	83	75	74	60	64	-	-	-	-	644
2018-19	60	65	67	73	80	82	77	72	55	-	-	-	-	631
2019-20	66	60	70	81	65	87	85	73	68	-	-	-	-	655
2020-21	72	83	69	71	90	74	86	86	73	-	-	-	-	704

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will be proficient in English Language Arts.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

Brooklyn Excelsior administered the i-Ready reading diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of all students at Brooklyn Excelsior was 79% in reading. Therefore, **this goal was not met**, falling short of the target by 21 percentage points. Students in 6th-8th grade showed the most progress towards meeting their spring growth target. At grade level, the goal was met in 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	73%	61
4	33%	86
5	54%	73
6	97%	66
7	158%	69
8	168%	54
All	79%	409

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students at Brooklyn Excelsior who were two or more grade levels below in the fall was 132% in reading. Therefore, **this goal was met**, exceeding the target by 12 percentage points. Students in 7th and 8th grade showed the most progress towards meeting their spring Typical Growth target. At grade level, the goal was met in 4th, 7th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	99%	20
4	138%	26
5	54%	33
6	93%	47
7	212%	41
8	231%	34
All	132%	201

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

In 2020-21, from fall to spring, the median percent progress toward Annual Typical Growth of students with disabilities was 74% in reading. Therefore, **this goal was not met**, falling short of the target by five percentage points. At the grade level, this goal was met in 4th, 5th and 8th grade.

End of Year Growth on 2020-21 i-Ready ELA Assessment By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	64%	12
4	80%	19
5	63%	15
6	18%	20
7	0%	15
8	311%	9
All	74%	90

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

In the Spring of 2020-21, 20% of 3rd through 8th grade students enrolled in at least their second year at Brooklyn Excelsior scored at the mid on-grade level or above scale score for the year-end assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd grade showed the most positive results. Overall, the percent of students enrolled in at least their second year scoring at the mid on-grade level or above scale score was greater than the percent of all students, showing that students who have been at Brooklyn Excelsior longer are showing more progress.

End of Year Performance on 2020-21 i-Ready ELA Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	31%	62	35%	48
4	14%	86	13%	56
5	14%	73	20%	51
6	26%	69	19%	48
7	17%	70	16%	55
8	18%	56	17%	46
All	17%	416	20%	304

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. The median percent progress toward annual typical growth of students who were two or more grade levels below was 132%, exceeding the target by 12 percentage points. Brooklyn Excelsior came close to meeting their gap closing measure for students with disabilities, falling short of the target by only five percentage points.

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	409	79%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	201	132%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	79%	90	74%	No

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	304	20%	No
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ACTION PLAN

- We will strengthen the Intervention Assistance Team to attain earlier awareness of student needs and adopt early plans for intervention. We will continue to hold our retention meetings after the second quarter to allow for earlier intervention. Afterschool intervention tutoring will continue to be utilized and the school plans to implement a robust 10-week program in the 2021-22 school year.
- We have increased the number of Special Education teachers in our building and will fill vacancies for a social worker and technology support specialist.
- Social Studies and Science teachers will formulate reading questions to mirror those of ELA and reinforce ELA skills through the content areas.
- We will continue to closely monitor data from benchmark assessments and adapt our instruction to cater to the needs of our students.
- We will continue using *aimswebPlus* for progress monitoring for all K-2 students and for ELL and special education students in grades 3-8. We also use this tool to measure the progress of all students in the bottom quartile in all grades. The program will support school efforts in screening, progress monitoring, and data management.
- BECS will continue using Corrective Reading and Reading Mastery to help low performers in all grades become more skillful at decoding, comprehending, and thinking while improving their background knowledge. Reading Mastery and Corrective Reading use direct instruction to help students master vital decoding and comprehension skills.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.
- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **i-Ready**

Brooklyn Excelsior administered the i-Ready math diagnostic to students in third through eighth grade in the fall, winter, and spring of 2020-21 to measure student growth and achievement throughout the school year. After students complete their first diagnostic in the fall, i-Ready generates a Typical Growth measure for each student and places the student in one of five placement levels. I-Ready then measures each student's progress toward their Typical Growth goal and updates their placement level after the winter and spring diagnostic assessments.

RESULTS AND EVALUATION

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of all students was 50% in math. This is less than the target of 100%, therefore, **this goal was not met**. Students in 5th and 7th grade showed the most progress towards meeting their spring growth target.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	42%	63
4	41%	86
5	74%	72
6	50%	75
7	96%	78
8	0%	60
All	50%	434

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students who were two or more grade levels below grade level in the fall was 65% in math. This is less than 100%, therefore, **this goal was not met**. At grade level, this goal was met in 7th grade.

End of Year Growth on 2020-21 i-Ready Math Assessment By Students who were Two or More Grade Levels below in the Fall

Grades	Median Percent of Annual Typical Growth	Number Tested
3	80%	22
4	36%	32
5	67%	27
6	52%	34
7	115%	39
8	25%	25
All	65%	179

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

In 2020-21, from Fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math. Therefore, **this goal was met**, exceeding the target by one percentage points.

End of Year Growth on 2020-21 i-Ready Math Assessment

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

By Students with Disabilities

Grades	Median Percent of Annual Typical Growth	Number Tested
3	24%	12
4	48%	19
5	75%	15
6	52%	22
7	92%	17
8	0%	9
All	51%	94

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

In the Spring of 2020-21, 15% of 3rd through 8th grade students enrolled in at least their second year at the school scored at the mid on-grade level or above scale score for the year-end math assessment. This was below the target of 75%, therefore **the goal was not met**. Students in 3rd and 5th grade showed the most positive results.

End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	16%	63	18%	50
4	15%	86	11%	56
5	14%	72	18%	50
6	12%	75	14%	56
7	15%	78	17%	63
8	12%	60	12%	51
All	14%	434	15%	326

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In 2020-21, Brooklyn Excelsior met one of the four measures of the ELA goal. From fall to Spring, the median percent progress toward Annual Typical Growth of students with disabilities was 51% in math, exceeding the target by one percentage point.

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	434	50%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	179	65%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	50%	60	51%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	326	15%	No

ACTION PLAN

- BECS has implemented the Illustrative Math curricular program for grade 6-8 and the Bridges math curricular program in K-2. These programs align to the common core standards and are used in tandem with the Ready Math Instructional workbooks. Math Stories are used across all grades and reinforce foundational math skills. These Math Stories pose real-world images and scenarios that deepen students' conceptual and application-based understanding of mathematics.
- We will increase the support of our Ready Math program, increase the use of manipulatives, and supplement student learning by using the Bridges math curricular program.
- We will use digital versions of math programs for increase personalization of instruction and to augment and increase frequency of small group targeted skill lessons.
- We will continue to address areas of need with the use of Illustrative Math and DreamBox programs.
- We will also continue use of Ready Common Core Workbooks schoolwide. This tool is used to provide differentiated instruction that is tailored to the needs of students during workshop. Instructional coaches and paraprofessionals use a combination of these curricular tools to support instruction and provide small group support.

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- BECS will continue the use of Chromebooks. This classroom-friendly, cloud-based laptop computer gives teachers new tools for tailoring instruction for students and designing workshop-based learning. Students use Chromebooks daily during workshop rotations to complete iReady lessons that are differentiated for each scholar.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

Students will be proficient in science.

BACKGROUND

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission.

Extensive professional development has been provided to our teachers to support their effective use of these tools in the classroom. We will continue to provide our staff with training and support.

After determining the accessibility of families, the remote learning plan was implemented. This plan included opportunities to connect with students and families, physical and digital resources, and professional development for staff. To connect with families, teachers conducted Google LIVE meetings and made weekly contact via phone or email with students and families. Students were physically mailed printed academic packets and a weekly learning plan was shared by teachers that included live links for instructional videos and instructional programs to support learning. Lesson videos were also provided for students and families to watch to provide deeper understanding. Staff was provided access to a Home Learning site which housed resources to support remote learning as well as professional development on recording and posting a video and creating and leading a live video. In addition, deans held weekly one-on-one meetings with their teachers to review expectations, ensure student participation, review weekly learning plans, and provide feedback.

METHOD

For the 2020-21 school year, the school administered a mock interim assessment for science to fourth and eighth grade students at Brooklyn Excelsior. A student scoring a scale score of 3.0 is considered proficient.

RESULTS AND EVALUATION

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. When comparing the number of tested eighth graders to previous years, the number is much lower in the 2020-21 school year due to challenges with students testing in a virtual learning environment.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Percent at or Above 3.0	Number Tested
4	25%	73
8	4%	23
All	20%	96

ADDITIONAL CONTEXT AND EVIDENCE

For the past three years the state test was administered, science proficiency in fourth grade has almost met 100 percent. This is a significant achievement for our school. Additionally, for the past three years, this goal has been met.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	58	97%	63	98%	58
8	63%	56	59%	54	62%	45
All	81%	114	79%	117	83%	103

For the past three years the state test was administered, students enrolled in at least their second year achieving proficiency on the New York State science exam has exceeded the local district. Additionally, this goal was met at each grade level.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	98%	80%	97%	84%	98%	75%
8	63%	34%	59%	30%	62%	27%
All	81%	65%	79%	63%	83%	53%

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

In 2020-21, 20 percent of fourth and eighth grade students at Brooklyn Excelsior scored at or above a scale score of 3.0 on the science mock interim taken in the spring. Based on these results, the school needs to make more progress to meet their science goal. Brooklyn Excelsior has met the absolute and comparative goal the last three years the state test was administered (2016-17 to 2018-19).

ACTION PLAN

- We are developing and stabilizing our science teachers building wide.
- We have provided professional development on science curricular tools and have increased staff expectations on the rigor necessary to meet science proficiency.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- We have implemented STEM Scopes, a science curricular tool for grades 6-8 that better aligns to state standards. This step will help prepare students for the NYSTP when they reach grade 8.
- We are providing additional opportunities for students such as testing DNA in class virtually by providing supplemental DNA Lap Kids, as well as partnering with the Brooklyn Botanic Gardens to provide exploratory lessons.
- We have implemented a science lab to increase the frequency with which students are able to access hands-on materials and conduct scientific experiments that align to the Common Core Standards.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

In 2020-21, Brooklyn Excelsior was in Good Standing and therefore met their ESSA goal.

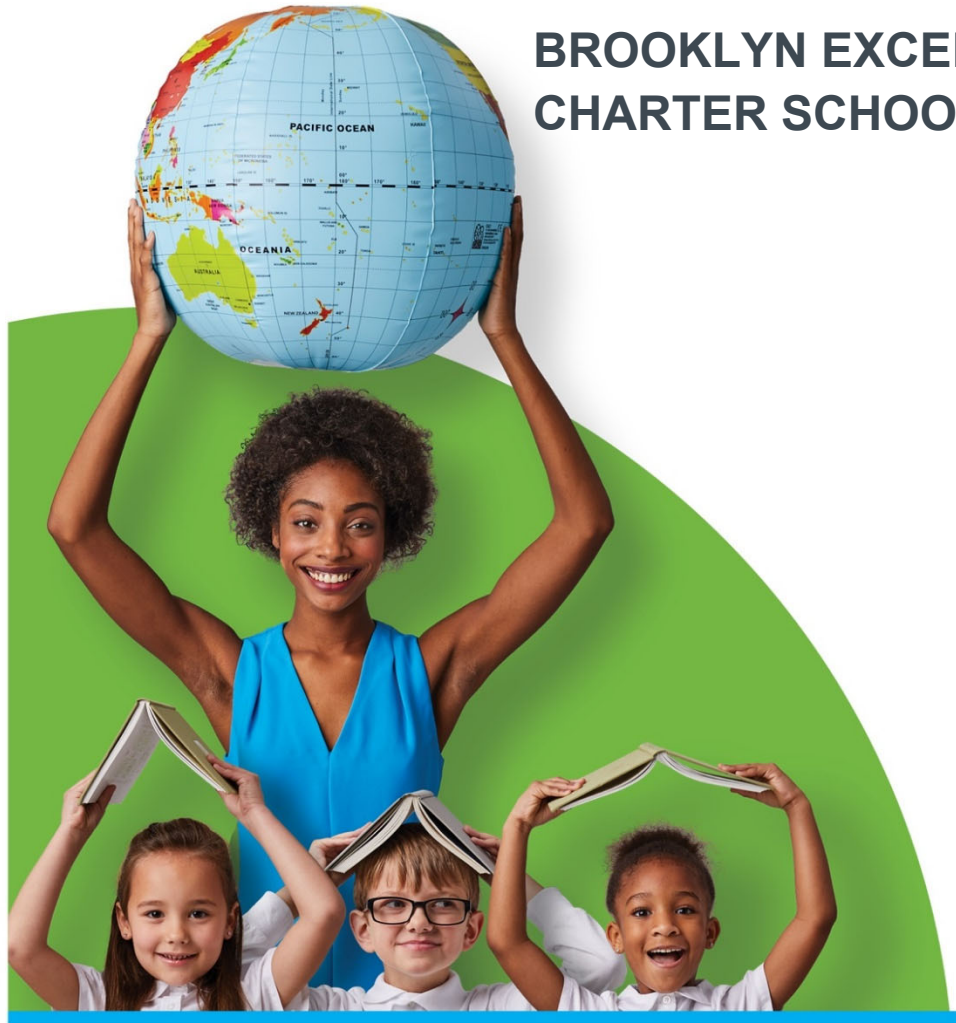
ADDITIONAL EVIDENCE

Since 2017-18, Brooklyn Excelsior has been in Good Standing.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

BROOKLYN EXCELSIOR CHARTER SCHOOL



Financial Statements, Additional
Information, and Federal Awards
Supplemental information as of and for the
Years Ended June 30, 2021 and 2020, and
Independent Auditor's Reports

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BROOKLYN EXCELSIOR CHARTER SCHOOL

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1–2
FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020:	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Cash Flows	5
Notes to Financial Statements	6–10
ADDITIONAL INFORMATION —	11
New York State Education Department Schedule of Functional Expenses	12
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	13-14
SUPPLEMENTAL INFORMATION –	15
REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE	16-17
Schedule of Expenditures of Federal Awards	18
Notes to Schedule of Expenditure of Federal Awards	19
Schedule of Findings and Questioned Costs	20-21
Corrective Action Plan	22

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021 and 2020 and the related statement of activities and changes in net assets, statement of cash flows, and schedule of functional expenses for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Excelsior Charter School as of June 30, 2021 and 2020 and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Trustees
Brooklyn Excelsior Charter School

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Excelsior Charter School's financial statements. The schedule of expenditures of federal awards, as identified in the table of contents, and as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), and supplemental New York Education Department schedule of functional expenses, as identified in the table of contents, are presented for purposes of additional analysis and are not a required part of the financial statements.

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

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021 on our consideration of Brooklyn Excelsior Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Excelsior Charter School's internal control over financial reporting and compliance.

Alante Moran, PC

October 20, 2021

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION JUNE 30, 2021 AND 2020

	2021	2020
ASSETS		
CURRENT ASSETS:		
Cash	\$ 26,498	\$ 23,801
Due from governmental revenue sources	<u>718,428</u>	<u>321,293</u>
Total current assets	<u>744,926</u>	<u>345,094</u>
NON-CURRENT ASSETS:		
Capital assets (net)	883	11,464
Restricted cash	<u>77,287</u>	<u>77,266</u>
Total non-current assets	<u>78,170</u>	<u>88,730</u>
TOTAL	<u>\$ 823,096</u>	<u>\$ 433,824</u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 1,778	\$ 3,228
Accounts payable	1,120	1,120
Contracted service fee payable	<u>793,943</u>	<u>395,337</u>
Total liabilities	<u>796,841</u>	<u>399,685</u>
NET ASSETS - Net Assets without Donor Restriction	<u>26,255</u>	<u>34,139</u>
TOTAL	<u>\$ 823,096</u>	<u>\$ 433,824</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
REVENUES, GAINS AND OTHER SUPPORT:		
Public School District		
Resident Student Enrollment	\$ 11,125,076	\$ 10,490,458
Students with disabilities	1,283,573	978,170
Grants, Contracts, and other:		
State and local	-	129,600
Federal - Title and IDEA	829,450	372,846
Other	36,656	69,197
Child Nutrition Program - Federal	118,093	234,884
Child Nutrition Program - State	<u>3,126</u>	<u>5,372</u>
Total revenues, gains and other support	13,395,974	12,280,527
EXPENSES:		
Contracted service fee:		
Program services	9,923,976	9,373,222
Management and general	3,436,998	2,872,305
Board expenses	32,303	16,185
Depreciation	<u>10,581</u>	<u>10,959</u>
Total expenses	<u>13,403,858</u>	<u>12,272,671</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	(7,884)	7,856
NET ASSETS:		
Beginning of year	<u>34,139</u>	<u>26,283</u>
End of year	<u>\$ 26,255</u>	<u>\$ 34,139</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF CASH FLOWS YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES		
State aid	\$ 12,453,307	\$ 11,313,388
Other state sources	(18,026)	171,858
Federal sources	526,902	613,259
Private sources	35,206	70,377
Payments for services rendered	<u>(12,994,671)</u>	<u>(12,150,886)</u>
Net cash and restricted cash provided by operating activities	<u>2,718</u>	<u>17,996</u>
NET INCREASE IN CASH AND RESTRICTED CASH	2,718	17,996
CASH AND RESTRICTED CASH — Beginning of year	<u>101,067</u>	<u>83,071</u>
CASH AND RESTRICTED CASH — End of year	<u><u>\$ 103,785</u></u>	<u><u>\$ 101,067</u></u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

1. NATURE OF OPERATIONS

Brooklyn Excelsior Charter School (the “School”) is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter School Institute, which is responsible for oversight of the School’s operations. The charter expires June 30, 2023 and is subject to renewal. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

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

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements of the school are prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

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

Cash — Cash as of June 30, 2021 and 2020 represents bank deposits which are covered by federal depository insurance.

Restricted Cash — Under the requirements of NYSED, the School has agreed to establish a reserve cash account and maintain a minimum balance of \$75,000. At June 30, 2021 and 2020, \$77,287 and \$77,266, respectively, of cash is restricted for that purpose. In the event of dissolution of the School, the reserve cash account would be used to pay for legal and audit expenses associated with the dissolution.

Deferred Revenue — Deferred revenue as of June 30, 2021 and 2020 consists of grant funds received in advance of eligible expenses incurred.

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

Capital Assets — Capital assets, which include other equipment, are reported at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$2,000 and an estimated useful life in excess of one year.

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

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

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

- *Net Assets without Donor Restriction* — Net assets which are not subject to donor imposed or governmental stipulations. All net assets as of June 30, 2021 and 2020 are considered to be without donor restrictions.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restrictions. Other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation or governmental restrictions. Expiration of restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets. For the years ended June 30, 2021 and 2020, all revenue sources were without donor restrictions.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

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

exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Recent Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statement of Operations. Currently, leases are classified as either capital or operating, with only capital leases recognized on the balance sheet. The reporting of lease-related expenses in the Statements of Operations and Cash Flows will be general consistent with the current guidance. The new lease guidance will be effective for the School's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined, but is expected to have minimal impact on the statement of activities and will include a right-of-use asset and related lease liability when adopted.

3. DUE FROM GOVERNMENTAL SOURCES

Receivables as of June 30, 2021 for the Academy included \$105,979 in state aid receivable and \$612,449 in federal grants receivable. The Academy considers all receivables to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded.

4. LIQUIDITY

The School has \$744,926 and \$345,094 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$26,498 and \$23,801 and amounts due from governmental revenue sources of \$718,428 and \$321,293 at June 30, 2021 and 2020, respectively. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$2,253,000 and 2,044,000 at June 30, 2021 and 2020, respectively.

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

5. FUNCTIONAL EXPENSES

The School provides educational services to its students. Expenses related to providing these services are as follows for the years ended June 30, 2021 and 2020, respectively:

	<u>2021</u>	<u>2020</u>
Program services		
Contracted service fee	\$ 9,923,976	\$ 9,373,222
Board expenses	32,303	16,185
Depreciation	<u>10,581</u>	<u>10,959</u>
Total program services	9,966,860	9,400,366
Management and general		
Contracted service fee	3,436,998	2,872,305
Total	<u><u>\$ 13,403,858</u></u>	<u><u>\$ 12,272,671</u></u>

The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function and require an allocation on a reasonable basis that is consistently applied. Management and general expenses consist of expenditures incurred by the School based on their usage of management company services. Usage of management company services are calculated on a variety of different allocation methods based on various cost centers.

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2021 or 2020, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

7. CONTINGENCIES

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

8. CAPITAL ASSETS

Capital asset activity of the school was as follows:

Year Ended June 30, 2021	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 105,813	\$ -	\$ -	\$ 105,813
Less accumulated depreciation — equipment	<u>94,349</u>	<u>10,581</u>	<u>-</u>	<u>104,930</u>
Total capital asset activity, net	<u>\$ 11,464</u>	<u>\$ (10,581)</u>	<u>\$ -</u>	<u>\$ 883</u>

Year Ended June 30, 2020	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 113,372	\$ -	\$ (7,559)	\$ 105,813
Less accumulated depreciation — equipment	<u>90,949</u>	<u>10,959</u>	<u>(7,559)</u>	<u>94,349</u>
Total capital asset activity, net	<u>\$ 22,423</u>	<u>\$ (10,959)</u>	<u>\$ -</u>	<u>\$ 11,464</u>

9. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from August 1, 2018 through July 31, 2023. Annual rental payments required by the lease were \$2,314,512 payable in twelve monthly payments of \$192,876. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the School or NHA.

10. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2021 have been evaluated through October 20, 2021, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

ADDITIONAL INFORMATION

BROOKLYN EXCELSIOR CHARTER SCHOOL

NEW YORK STATE EDUCATION DEPARTMENT SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021 WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2020

						2021				2020
	No. of Positions	Program Services				Supporting Services			Total	
		Regular	Special	Other	Total	Management		Total		
		Education	Education	Education		Fund-raising	and General			
Personnel Services Costs										
Administrative Staff Personnel	-	\$ 566,835	\$ -	\$ -	\$ 566,835	\$ -	\$ -	\$ -	\$ 566,835	\$ 599,365
Instructional Personnel	-	2,822,848	773,869	-	3,596,717	-	-	-	3,596,717	3,250,841
Non-Instructional Personnel	-	223,899	-	-	223,899	-	-	-	223,899	246,983
Total Salaries and Staff	-	3,613,582	773,869	-	4,387,451	-	-	-	4,387,451	4,097,189
Fringe Benefits & Payroll Taxes		714,084	159,083	-	873,167	-	-	-	873,167	787,991
Retirement		74,114	14,240	-	88,354	-	-	-	88,354	74,966
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		3,815	-	-	3,815	-	-	-	3,815	12,521
Accounting / Audit Services		12,336	-	-	12,336	-	301,553	301,553	313,889	209,209
Other Purchased / Professional / Consulting Services		154,948	250,063	-	405,011	-	704,781	704,781	1,109,792	803,566
Building and Land Rent / Lease		2,434,603	-	-	2,434,603	-	-	-	2,434,603	2,434,035
Repairs & Maintenance		402,976	-	-	402,976	-	60,824	60,824	463,800	420,401
Insurance		43,467	-	-	43,467	-	-	-	43,467	42,772
Utilities		167,606	-	-	167,606	-	-	-	167,606	198,304
Supplies / Materials		353,063	11	-	353,074	-	-	-	353,074	130,413
Equipment / Furnishings		181,338	-	-	181,338	-	-	-	181,338	129,869
Staff Development		30,655	900	-	31,555	-	93,446	93,446	125,001	126,343
Marketing / Recruitment		118,218	-	-	118,218	-	457,171	457,171	575,389	463,571
Technology		111,924	-	-	111,924	-	752,133	752,133	864,057	849,550
Food Service		133,239	-	-	133,239	-	-	-	133,239	243,422
Student Services		121,182	-	-	121,182	-	123,483	123,483	244,665	211,780
Office Expense		51,963	-	-	51,963	-	11,471	11,471	63,434	74,700
Depreciation		10,581	-	-	10,581	-	-	-	10,581	10,959
Other		35,000	-	-	35,000	-	932,136	932,136	967,136	951,110
Total Expenses		\$ 8,768,694	\$ 1,198,166	\$ -	\$ 9,966,860	\$ -	\$ 3,436,998	\$ 3,436,998	\$ 13,403,858	\$ 12,272,671

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

Independent Auditor's Report

To Management and the Board of Trustees
Brooklyn Excelsior Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021 and 2020, and the related statement of activities and changes in net assets, statement of cash flows, and schedule of functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 20, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brooklyn Excelsior Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion.

To Management and the Board of Trustees
Brooklyn Excelsior Charter School


The results of our tests disclosed an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, which is described in the accompanying schedule of findings and questioned costs as Finding 2021-001.

The School's Response to the Finding

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly we express no opinion on it.

Purpose of This Report

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

A handwritten signature in black ink that reads "Plante Morox, PC". The signature is written in a cursive, flowing style.

October 20, 2021

SUPPLEMENTAL INFORMATION

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

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on Compliance for Each Major Federal Program

We have audited Brooklyn Excelsior Charter School's (the "School") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2021. Brooklyn Excelsior Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Brooklyn Excelsior Charter School's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Brooklyn Excelsior Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Brooklyn Excelsior Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, Brooklyn Excelsior Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on Internal Control Over Compliance

Management of Brooklyn Excelsior Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Brooklyn Excelsior Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

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

Plante Morox, PC

October 20, 2021

BROOKLYN EXCELSIOR CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2021

Program Title/Project Number/Subrecipient Name	Grant/Project Number	CFDA Number	Expenditures	Current Year Cash Transferred to Subrecipient
Clusters:				
Child Nutrition Cluster - U.S. Department of Agriculture - Passed through the New York State Department of Education:				
Cash Assistance:				
National School Lunch Program 2020-21	211960	10.555	\$ 76,979	\$ -
National School Breakfast Program 2020-21	211970	10.553	41,114	-
Total Child Nutrition Cluster			118,093	-
Special Education Cluster - U.S. Department of Education - Passed through the Syracuse City School District:				
IDEA Flowthrough:				
IDEA Flowthrough 2021	N/A	84.027	90,991	-
Total Special Education Cluster			90,991	-
Other federal awards:				
Passed through the New York State Department of Education:				
Title I Part A:				
Title I Part A 1920	0021204232	84.010	45,672	-
Title I Part A 2021	0021214232	84.010	260,819	-
Total Title I Part A		84.010	306,491	-
Title II Part A - Improving Teacher Quality:				
Title II Part A 2021	0147214232	84.367	29,393	-
Title IV - SSAE:				
Title IV 2021	0204214232	84.424	19,900	-
Education Stabilization Fund Program - U.S. Department of Education Passed through New York State Department of Education				
COVID-19 ESSER Formula Fund I	5890214232	84.425D	223,602	-
COVID-19 ESSER Formula Fund II	5891214232	84.425D	158,255	-
COVID-19 ESSER Formula Fund III ARP		84.425U	818	-
Total Education Stabilization Fund Program		84.425	382,675	-
Total noncluster programs passed through the New York State Department of Education			738,459	-
Total federal awards			\$ 947,543	\$ -

BROOKLYN EXCELSIOR CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards Year Ended June 30, 2021

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Brooklyn Excelsior Charter School (the "School") under programs of the federal government for the year ended June 30, 2021. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

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

Pass-through entity identifying numbers are presented where available.

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

Note 3 - Grant Auditor Report

Management has utilized the Cash Management System (CMS) Grant Auditor Report in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

Note 4 - Noncash Assistance

The value of the noncash assistance received was determined in accordance with the provisions of the Uniform Guidance and is included in the schedule of expenditures of federal awards.

BROOKLYN EXCELSIOR CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

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

Noncompliance material to financial statements noted?

☒ Yes ☐ No

Federal Awards

Internal control over major programs:

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

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

Unmodified

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

☐ Yes ☒ No

Identification of major programs:

CFDA Number	Name of Federal Program or Cluster	Opinion
10.553, 10.555, 10.556, 10.559 84.010	Child Nutrition Cluster Title 1, Part A	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☐ Yes ☒ No

BROOKLYN EXCELSIOR CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Section II - Financial Statement Audit Findings

Reference Number	Finding	
2021-001	Finding Type:	Material noncompliance with laws and regulations
	Criteria -	Section 4 of the NY Charter School Audit Guide states that "To test the calculation of the core pupil aid received, the auditor should first verify the rate used in the calculation. To recalculate the core aid in total, the auditor should multiply the rate by the number of full-time equivalents as determined on the FTE reconciliation form or equivalent by the district and compare to the total core pupil aid for the fiscal year being audited."
	Condition -	The School was found to have used incorrect District Rates used in calculating State Aid Revenue received for the New York City Schools.
	Context -	Section 4 of the NY Charter School Audit Guide requires the auditor to verify the District Rates used in the calculation of total State Aid Revenue. Upon review of the State Aid Revenue calculation by the auditor, it was identified that the incorrect rates were used.
	Cause -	The School did not properly pull the District Rates for its calculation of State Aid Revenue, and the proper controls were not in place to identify the error.
	Effect -	As a result of the improper District Rates used, the School recorded the improper revenue amount as of year-end, which was subsequently corrected.
	Recommendation -	The School should work closely with the State of New York to ensure that the proper district rate is used to calculate State Aid Revenue.
	Views of Responsible Officials and Planned Corrective Actions -	The School will now ensure that the correct District Rate is being used for each School.

Section III - Federal Program Audit Findings

Reference Number	Finding	Questioned Costs
Current Year	None	



Brooklyn Excelsior Charter School

Fiscal Year Ended June 30, 2021

Corrective Action Plan

Finding Number: 2021-001

Condition: The School was found to have used incorrect District Rates used in calculating State Aid Revenue received for the New York City Schools.

Planned Corrective Action: The School will now ensure that the correct District Rate is being used for the School.

Contact person responsible for corrective action: Janet Thatcher, Audit Manager

Anticipated Completion Date: 12/1/2021



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Brooklyn Excelsior Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Jacqueline Holder
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Plante Moran, PC
School Audit Contact Name:	Michelle Goss, CPA
School Audit Contact Email:	
School Audit Contact Phone:	

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	An extension was filed, included form 8868 in submission.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	Included in audit report.
8) Corrective Action Plan	Included in audit report.

BROOKLYN EXCELSIOR CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

	ASSETS	2020-21	2019-20
CURRENT ASSETS			
Cash and cash equivalents		\$ 26,498	\$ 23,801
Grants and contracts receivable		718,428	321,293
Accounts receivables		-	-
Prepaid expenses		-	-
Contributions and other receivables		-	-
	TOTAL CURRENT ASSETS	744,926	345,094
PROPERTY, BUILDING AND EQUIPMENT, net			
		883	11,464
OTHER ASSETS			
		77,287	77,266
	TOTAL ASSETS	823,096	433,824
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses		\$ 1,120	\$ 1,120
Accrued payroll and benefits		-	-
Deferred Revenue		1,778	3,228
Current maturities of long-term debt		-	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		793,943	395,337
	TOTAL CURRENT LIABILITIES	796,841	399,685
LONG-TERM LIABILITIES			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
	TOTAL LONG-TERM LIABILITIES	-	-
	TOTAL LIABILITIES	796,841	399,685
NET ASSETS			
Without Donor Restrictions		26,255	34,139
With Donor Ristrictions		-	-
	TOTAL NET ASSETS	26,255	34,139
	TOTAL LIABILITIES AND NET ASSETS	823,096	433,824

CK - Should be zero	-	-
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BROOKLYN EXCELSIOR CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 11,125,076	\$ -	\$ 11,125,076	\$ 10,490,458
Students with disabilities	1,283,573	-	1,283,573	978,170
Grants and Contracts				
State and local	-	-	-	129,600
Federal - Title and IDEA	829,450	-	829,450	372,846
Federal - Other	36,656	-	36,656	69,197
Other	118,093	-	118,093	234,884
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	3,126	-	3,126	5,372
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,395,974	-	13,395,974	12,280,527
EXPENSES				
Program Services				
Regular Education	\$ 8,768,694	\$ -	\$ 8,768,694	\$ 8,378,224
Special Education	1,198,166	-	1,198,166	1,022,142
Other Programs	-	-	-	-
Total Program Services	9,966,860	-	9,966,860	9,400,366
Management and general	3,436,998	-	3,436,998	2,872,305
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	13,403,858	-	13,403,858	12,272,671
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(7,884)	-	(7,884)	7,856
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	-	-	-	-
CHANGE IN NET ASSETS	(7,884)	-	(7,884)	7,856
NET ASSETS BEGINNING OF YEAR	34,139	-	34,139	26,283
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 26,255	\$ -	\$ 26,255	\$ 34,139

BROOKLYN EXCELSIOR CHARTER SCHOOL**Statement of Cash Flows****as of June 30, 2021**

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (7,884)	\$ 7,856
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	10,581	10,959
Grants Receivable	(397,135)	(87,070)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	(1,431)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(1,450)	(24,575)
Interest payments	-	-
Other	398,606	112,257
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 2,718	\$ 17,996
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 2,718	\$ 17,996
Cash at beginning of year	101,067	83,071
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 103,785	\$ 101,067

as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
						Management and				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	7.00	566,835	-	-	566,835	-	-	-	566,835	599,365
Instructional Personnel	52.00	2,822,848	773,869	-	3,596,717	-	-	-	3,596,717	3,250,841
Non-Instructional Personnel	10.00	223,899	-	-	223,899	-	-	-	223,899	246,983
Total Salaries and Staff	69.00	3,613,582	773,869	-	4,387,451	-	-	-	4,387,451	4,097,189
Fringe Benefits & Payroll Taxes		714,084	159,083	-	873,167	-	-	-	873,167	787,991
Retirement		74,114	14,240	-	88,354	-	-	-	88,354	74,966
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		3,815	-	-	3,815	-	-	-	3,815	12,521
Accounting / Audit Services		12,336	-	-	12,336	-	301,553	301,553	313,889	209,209
Other Purchased / Professional / Consulting Services		154,948	250,063	-	405,011	-	704,781	704,781	1,109,792	803,566
Building and Land Rent / Lease / Facility Finance Interest		2,434,603	-	-	2,434,603	-	-	-	2,434,603	2,434,035
Repairs & Maintenance		402,976	-	-	402,976	-	60,824	60,824	463,800	420,401
Insurance		43,467	-	-	43,467	-	-	-	43,467	42,772
Utilities		167,606	-	-	167,606	-	-	-	167,606	198,304
Supplies / Materials		353,063	11	-	353,074	-	-	-	353,074	130,413
Equipment / Furnishings		181,338	-	-	181,338	-	-	-	181,338	129,869
Staff Development		30,655	900	-	31,555	-	93,446	93,446	125,001	126,343
Marketing / Recruitment		118,218	-	-	118,218	-	457,171	457,171	575,389	463,571
Technology		111,924	-	-	111,924	-	752,133	752,133	864,057	849,550
Food Service		133,239	-	-	133,239	-	-	-	133,239	243,422
Student Services		121,182	-	-	121,182	-	123,483	123,483	244,665	211,780
Office Expense		51,963	-	-	51,963	-	11,471	11,471	63,434	74,700
Depreciation		10,581	-	-	10,581	-	-	-	10,581	10,959
OTHER		35,000	-	-	35,000	-	932,136	932,136	967,136	951,110
Total Expenses		\$ 8,768,694	\$ 1,198,166	\$ -	\$ 9,966,860	\$ -	\$ 3,436,998	\$ 3,436,998	\$ 13,403,858	\$ 12,272,671

	Select from drop-down list →
Date Submitted	April 20, 2022

	UPDATE CELL C6 TO AUDIT YEAR (e.g. 2015-16 = 2016)
AuditYr	2021
PriorYr	2020
x_AuditYr	2
x_PriorYr	2

	Audit Period	Prior Period
1	Select from drop-down list →	Select from drop-down list →
2	Planning Year + 2020-21	Planning Period + 2019-20
3	2020-21	2019-20
4	2021-22	Planning Year + 2019-20
5	2022-23	2019-20
6	2023-24	
7	2024-25	
8	2025-26	

	Updated List for 2020-21
Number	SCHOOLS
0	Select from drop-down list →
190	Academic Leadership Charter School
196	Academy Charter School - Uniondale, The
1	Academy Charter School, The
75	Academy of the City Charter School
5	Achievement First Apollo Charter School
86	Achievement First Aspire Charter School
3	Achievement First Brownsville Charter School
4	Achievement First Bushwick Charter School
158	Achievement First Crown Heights Charter School
159	Achievement First East New York Charter School
160	Achievement First Endeavor Charter School
121	Achievement First Linden Charter School
115	Achievement First North Brooklyn Preparatory Charter School
138	Achievement First Voyager Charter School
6	Albany Community Charter School
7	Albany Leadership Charter High School for Girls
9	Amber Charter School East Harlem
129	Amber Charter School Kingsbridge
130	Atmosphere Academy Public Charter School
11	Bedford Stuyvesant Collegiate Charter School
87	Beginning with Children Charter School II
103	Boys Preparatory Charter School of New York

201	Brilla Caritas Charter School
177	Brilla College Preparatory Charter School
202	Brilla Pax Charter School
165	Brilla Veritas Charter School
14	Bronx Charter School for Better Learning
131	Bronx Charter School for Better Learning II
15	Bronx Charter School for Excellence
157	Bronx Charter School for Excellence 2
169	Bronx Charter School for Excellence 3
170	Bronx Charter School for Excellence 4
171	Bronx Charter School for Excellence 5
16	Bronx Preparatory Charter School
161	Brooklyn Ascend Charter School
17	Brooklyn Dreams Charter School
25	Brooklyn East Collegiate Charter School
172	Brooklyn Emerging Leaders Academy Charter School
18	Brooklyn Excelsior Charter School
132	Brooklyn Prospect Charter School - CSD 13
19	Brooklyn Prospect Charter School - CSD 15
203	Brooklyn Prospect Charter School - CSD 15.2
77	Broome Street Academy Charter High School
162	Brownsville Ascend Charter School
20	Brownsville Collegiate Charter School
182	Buffalo Collegiate Charter School
229	Buffalo Creek Academy Charter School
21	Buffalo United Charter School
163	Bushwick Ascend Charter School
91	Canarsie Ascend Charter School
204	Capital Preparatory Bronx Charter School
228	Capital Preparatory Harlem Charter School
184	Cardinal McCloskey Community Charter School
117	Central Brooklyn Ascend Charter School
92	Central Queens Academy Charter School
93	Children's Aid College Prep Charter School
23	Community Partnership Charter School
191	Coney Island Preparatory Public Charter School
185	Cypress Hills Ascend Charter School
227	Democracy Prep Endurance Charter School
179	Democracy Prep Harlem Charter School
178	Democracy Preparatory Charter School
188	DREAM Charter School
208	DREAM Charter School Mott Haven
186	East Brooklyn Ascend Charter School
206	East Flatbush Ascend Charter School
78	East Harlem Scholars Academy Charter School
114	East Harlem Scholars Academy Charter School II
187	Elm Community Charter School
180	Elmwood Village Charter School Days Park
166	Elmwood Village Charter School Hertel
26	Eugenio Maria de Hostos Charter School
27	Excellence Boys Charter School of Bedford Stuyvesant
28	Excellence Girls Charter School
153	Explore Charter School
154	Explore Empower Charter School
94	Explore Exceed Charter School

79	Explore Excel Charter School
29	Family Life Academy Charter School
95	Family Life Academy Charter School II
120	Family Life Academy Charter School III
133	Finn Academy: An Elmira Charter School
173	Forte Preparatory Academy Charter School
30	Girls Preparatory Charter School of New York
31	Girls Preparatory Charter School of the Bronx
219	Girls Preparatory Charter School of the Bronx II
32	Grand Concourse Academy Charter School
34	Green Tech Charter School
35	Harbor Science and Arts Charter School
37	Harlem Link Charter School
36	Harlem Prep Charter School
45	Harlem Village Academy East Charter School
197	Harlem Village Academy West 2 Charter School
44	Harlem Village Academy West Charter School
46	Henry Johnson Charter School
189	Hyde Leadership Charter School
47	Icahn Charter School 1
48	Icahn Charter School 2
49	Icahn Charter School 3
50	Icahn Charter School 4
51	Icahn Charter School 5
97	Icahn Charter School 6
98	Icahn Charter School 7
134	International Charter School of New York, The
192	International Leadership Charter High School
52	King Center Charter School
53	Kings Collegiate Charter School
223	KIPP Always Mentally Prepared Charter School
199	KIPP Bronx Charter School II
200	KIPP Bronx Charter School III
226	KIPP Freedom Charter School
224	KIPP Infinity Charter School
225	KIPP NYC Washington Heights Academy Charter School
54	KIPP S.T.A.R. College Prep Charter School
55	KIPP Tech Valley Charter School
213	Lamad Academy Charter School
56	Leadership Preparatory Bedford Stuyvesant Charter School
57	Leadership Preparatory Brownsville Charter School
59	Leadership Preparatory Canarsie Charter School
58	Leadership Preparatory Ocean Hill Charter School
205	Lefferts Gardens Ascend Charter School
174	Legacy College Preparatory Charter School
164	Manhattan Charter School
99	Manhattan Charter School II
60	Merrick Academy - Queens Public Charter School
118	Middle Village Preparatory Charter School
63	New Roots Charter School
100	New Visions AIM Charter High School I
101	New Visions AIM Charter High School II
82	New Visions Charter High School for Advanced Math and Science
83	New Visions Charter High School for the Humanities
64	New World Preparatory Charter School

156	New York City Charter School of the Arts
167	NYC Autism Charter School Bronx
181	NYC Autism Charter School East Harlem
24	Ocean Hill Collegiate Charter School
66	Our World Neighborhood Charter School
175	Our World Neighborhood Charter School 2
193	PAVE Academy Charter School
183	Persistence Preparatory Academy Charter School
116	Rochester Preparatory Charter School 3
67	Roosevelt Children's Academy Charter School
68	Sisulu-Walker Charter School of Harlem
69	South Buffalo Charter School
135	Storefront Academy Charter School
214	Storefront Academy Harlem Charter School
76	Success Academy Charter School - Bed Stuy 1
88	Success Academy Charter School - Bed Stuy 2
147	Success Academy Charter School - Bed Stuy 3
124	Success Academy Charter School - Bensonhurst
125	Success Academy Charter School - Bergen Beach
43	Success Academy Charter School - Bronx 1
42	Success Academy Charter School - Bronx 2
109	Success Academy Charter School - Bronx 3
123	Success Academy Charter School - Bronx 4
148	Success Academy Charter School - Bushwick
89	Success Academy Charter School - Cobble Hill
106	Success Academy Charter School - Crown Heights
142	Success Academy Charter School - Far Rockaway
146	Success Academy Charter School - Flatbush
104	Success Academy Charter School - Fort Greene
128	Success Academy Charter School - Harlem 1
38	Success Academy Charter School - Harlem 2
39	Success Academy Charter School - Harlem 3
40	Success Academy Charter School - Harlem 4
41	Success Academy Charter School - Harlem 5
140	Success Academy Charter School - Harlem 6
107	Success Academy Charter School - Hell's Kitchen
139	Success Academy Charter School - Hudson Yards
105	Success Academy Charter School - Prospect Heights
126	Success Academy Charter School - Rosedale
151	Success Academy Charter School - South Jamaica
127	Success Academy Charter School - Springfield Gardens
108	Success Academy Charter School - Union Square
85	Success Academy Charter School - Upper West
122	Success Academy Charter School - Washington Heights
90	Success Academy Charter School - Williamsburg
70	Tapestry Charter School
71	True North Rochester Preparatory Charter School
84	True North Rochester Preparatory Charter School - West Campus
72	True North Troy Preparatory Charter School
215	Truxton Academy Charter School
33	University Prep Charter High School
210	University Prep Charter Middle School
73	University Preparatory Charter School for Young Men
168	Urban Assembly Charter School for Computer Science
198	Valence College Preparatory Charter School

	211	Wildflower New York Charter school
	155	Williamsburg Collegiate Charter School
	195	Zeta Charter School - Bronx 1
	194	Zeta Charter School - Inwood 1
	221	Zeta Charter School - Mount Eden
	222	Zeta Charter School - Tremont Park
MergelD		EdCorp SurvivingSchool
	500	Success Academy Charter Schools - NYC (Combined)
	501	Citizens of the World Charter School New York 1 (Combined)
	502	True North Rochester Preparatory Charter School (Combined)
	503	Family Life Academy Charter Schools (Combined)
	504	Community Partnership Charter School Education Corporation (Comb
	505	Excellence Charter Schools (Combined)
	506	Public Prep Charter School Academies (Combined)
	507	Explore Charter Schools of Brooklyn (Combined)
	508	East Harlem Scholars Academy Charter School (Combined)
	509	Uncommon New York City Charter Schools (Combined)
	510	Bronx Charter School for Excellence (Combined)
	511	Achievement First Brooklyn Charter Schools (Combined)
	512	Ascend Charter Schools (Combined)
	513	Manhattan Charter Schools (Combined)
	514	Brilla College Preparatory Charter Schools (Combined)
	515	Elmwood Village Charter Schools (Combined)
	516	NYC Autism Charter Schools (Combined)
	517	Bronx Charter School for Better Learning (Combined)
	518	Achievement First Brownsville Charter School (Combined)
	519	Achievement First Bushwick Charter School (Combined)
	520	Democracy Prep New York Charter Schools (Combined)
	521	Academy Charter School, The (Combined)
	522	Amber Charter School (Combined)
	523	Brooklyn Prospect Charter School (Combined)
	524	Our World Neighborhood Charter School (Combined)
	525	Zeta Charter Schools - New York City (Combined)
	526	KIPP NYC Public Charter Schools (Combined)
	527	DREAM Charter School (Combined)
	528	University Prep Public Charter Schools (Combined)
	529	Storefont Academy Charter School (Combined)
	530	Harlem Village Academy Charter School (Combined)
	531	Capital Prep Charter Schools NY (Combined)

Incomplete Entry Messages - VLOOKUP	
1	Enter Audit Period on "Transmittal Form & School Info" tab
2	Enter Prior Period on "Transmittal Form & School Info" tab
3	Enter Audit Period and Prior Period on "Transmittal Form & School Info" tab
4	

School Name Selected	
18	Brooklyn Excelsior Charter School
0	MergeID? (>0 is a merged school, =0 is not merged)
#N/A	Is Surviving School?

SurvivingSchoolName	
EdCorp	#N/A
Survivor	#N/A

Input Messages (Balance Sheet and Cash Flow)	
BS_1	#N/A
BS_2	#N/A
CF_1	#N/A
CF_2	#N/A

BS & CF INPUT NOTES	
BSNOTE	
CFNOTE	

BS&CF	MergeID	MergeName
Yes		
No	521	
Yes	521	Academy Charter School, The (Combined)
Yes		
No	511	
No	511	
No	511	
Yes	511	Achievement First Brooklyn Charter Schools (Combined)
No	511	
No	511	
No	511	
No	511	
No	511	
No	511	
Yes		
Yes		
Yes	522	Amber Charter School (Combined)
No	522	
Yes		
No	509	
No	504	
No	506	

No	514	
No	514	Brilla College Preparatory Charter Schools (Combined)
No	514	
Yes	514	
Yes	517	Bronx Charter School for Better Learning (Combined)
No	517	
Yes	510	Bronx Charter School for Excellence (Combined)
No	510	
No	510	
No	510	
No	510	
Yes	520	Democracy Prep New York Charter Schools (Combined)
No	512	
Yes		
No	509	
Yes		
Yes		
No	523	
Yes	523	Brooklyn Prospect Charter School (Combined)
No	523	
Yes		
No	512	
No	509	
Yes		
Yes		
Yes		
No	512	
Yes	512	Ascend Charter Schools (Combined)
Yes	531	Capital Prep Charter Schools NY (Combined)
No	531	
Yes		
No	512	
Yes		
Yes		
Yes	504	Community Partnership Charter School Education Corporation (Combined)
Yes		
No	512	
No	520	
No	520	
No	520	
Yes	527	DREAM Charter School (Combined)
No	527	
No	512	
No	512	
Yes	508	East Harlem Scholars Academy Charter School (Combined)
No	508	
Yes		
No	515	
Yes	515	Elmwood Village Charter Schools (Combined)
Yes		
No	509	
No	509	
No	507	
No	507	
No	507	

[illegible]

Yes		
Yes	516	NYC Autism Charter Schools (Combined)
No	516	
No	509	
Yes	524	Our World Neighborhood Charter School (Combined)
No	524	
Yes		
Yes		
No	502	
Yes		
Yes		
Yes		
Yes	529	Storefont Academy Charter School (Combined)
No	529	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes	500	Success Academy Charter Schools - NYC (Combined)
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
No	500	
Yes		
Yes	502	True North Rochester Preparatory Charter School (Combined)
No	502	
Yes		
Yes		
Yes	528	University Prep Public Charter Schools (Combined)
No	528	
Yes		
Yes		
Yes		

Yes		
No	509	
No	525	
Yes	525	Zeta Charter Schools - New York City (Combined)
No	525	
No	525	

ined)

Need BS/CF

Yes

[illegible]



Tel: 616-774-7000
Fax: 616-776-3680

Tel: 269-382-0170
Fax: 269-345-1666
www.bdo.com

200 Ottawa Avenue NW, Suite 300
Grand Rapids, MI 49503

211 East Water Street, Suite 300
Kalamazoo, MI 49007

Brooklyn Excelsior Charter School
Instructions for Filing
Form 990
8868 Application for Extension of Time to File
for the year ended June 30, 2021

We have electronically filed your extension.

There is no tax due with the application.

Do NOT separately file Form 8868 with the Internal Revenue Service. Doing so will delay the processing of your extension.

**Application for Automatic Extension of Time To File an
Exempt Organization Return**

► **File a separate application for each return.**
 ► **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. BROOKLYN EXCELSIOR CHARTER SCHOOL	Taxpayer identification number (TIN) [REDACTED]
	Number, street, and room or suite no. If a P.O. box, see instructions. 856 QUINCY ST.	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BROOKLYN, NY 11221-3612	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

COREY BALKON

- The books are [REDACTED]

Telephone No. [REDACTED]

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) If this is for the whole group, check this box ☐ . If it is for part of the group, check this box ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 05/16, 2022, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ☐ calendar year 20____ or
 ► ☒ tax year beginning 07/01, 2020, and ending 06/30, 2021.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

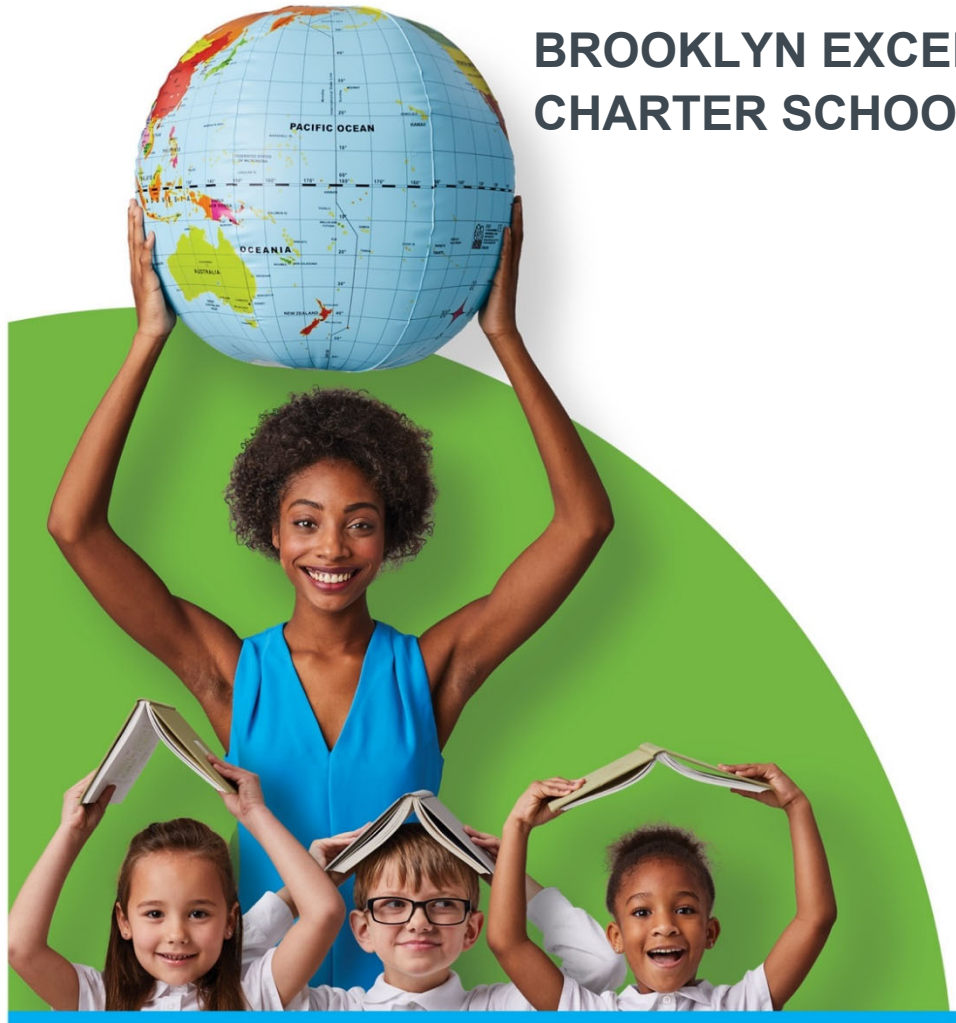
3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2020)

BROOKLYN EXCELSIOR CHARTER SCHOOL



Financial Statements, Additional
Information, and Federal Awards
Supplemental information as of and for the
Years Ended June 30, 2021 and 2020, and
Independent Auditor's Reports

**NATIONAL
HERITAGE
ACADEMIES®**



BROOKLYN EXCELSIOR CHARTER SCHOOL

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1–2
FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020:	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Cash Flows	5
Notes to Financial Statements	6–10
ADDITIONAL INFORMATION —	11
New York State Education Department Schedule of Functional Expenses	12
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	13-14
SUPPLEMENTAL INFORMATION –	15
REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE	16-17
Schedule of Expenditures of Federal Awards	18
Notes to Schedule of Expenditure of Federal Awards	19
Schedule of Findings and Questioned Costs	20-21
Corrective Action Plan	22

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021 and 2020 and the related statement of activities and changes in net assets, statement of cash flows, and schedule of functional expenses for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Excelsior Charter School as of June 30, 2021 and 2020 and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Trustees
Brooklyn Excelsior Charter School

Other Information

Our audits were conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Excelsior Charter School's financial statements. The schedule of expenditures of federal awards, as identified in the table of contents, and as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), and supplemental New York Education Department schedule of functional expenses, as identified in the table of contents, are presented for purposes of additional analysis and are not a required part of the financial statements.

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

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021 on our consideration of Brooklyn Excelsior Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Excelsior Charter School's internal control over financial reporting and compliance.

Alante Morax, PC

October 20, 2021

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION JUNE 30, 2021 AND 2020

	2021	2020
ASSETS		
CURRENT ASSETS:		
Cash	\$ 26,498	\$ 23,801
Due from governmental revenue sources	<u>718,428</u>	<u>321,293</u>
Total current assets	<u>744,926</u>	<u>345,094</u>
NON-CURRENT ASSETS:		
Capital assets (net)	883	11,464
Restricted cash	<u>77,287</u>	<u>77,266</u>
Total non-current assets	<u>78,170</u>	<u>88,730</u>
TOTAL	<u>\$ 823,096</u>	<u>\$ 433,824</u>
LIABILITIES AND NET ASSETS		
LIABILITIES:		
Deferred revenue	\$ 1,778	\$ 3,228
Accounts payable	1,120	1,120
Contracted service fee payable	<u>793,943</u>	<u>395,337</u>
Total liabilities	<u>796,841</u>	<u>399,685</u>
NET ASSETS - Net Assets without Donor Restriction	<u>26,255</u>	<u>34,139</u>
TOTAL	<u>\$ 823,096</u>	<u>\$ 433,824</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
REVENUES, GAINS AND OTHER SUPPORT:		
Public School District		
Resident Student Enrollment	\$ 11,125,076	\$ 10,490,458
Students with disabilities	1,283,573	978,170
Grants, Contracts, and other:		
State and local	-	129,600
Federal - Title and IDEA	829,450	372,846
Other	36,656	69,197
Child Nutrition Program - Federal	118,093	234,884
Child Nutrition Program - State	<u>3,126</u>	<u>5,372</u>
Total revenues, gains and other support	13,395,974	12,280,527
EXPENSES:		
Contracted service fee:		
Program services	9,923,976	9,373,222
Management and general	3,436,998	2,872,305
Board expenses	32,303	16,185
Depreciation	<u>10,581</u>	<u>10,959</u>
Total expenses	<u>13,403,858</u>	<u>12,272,671</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	(7,884)	7,856
NET ASSETS:		
Beginning of year	<u>34,139</u>	<u>26,283</u>
End of year	<u>\$ 26,255</u>	<u>\$ 34,139</u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

STATEMENT OF CASH FLOWS YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES		
State aid	\$ 12,453,307	\$ 11,313,388
Other state sources	(18,026)	171,858
Federal sources	526,902	613,259
Private sources	35,206	70,377
Payments for services rendered	<u>(12,994,671)</u>	<u>(12,150,886)</u>
Net cash and restricted cash provided by operating activities	<u>2,718</u>	<u>17,996</u>
NET INCREASE IN CASH AND RESTRICTED CASH	2,718	17,996
CASH AND RESTRICTED CASH — Beginning of year	<u>101,067</u>	<u>83,071</u>
CASH AND RESTRICTED CASH — End of year	<u><u>\$ 103,785</u></u>	<u><u>\$ 101,067</u></u>

See notes to financial statements.

BROOKLYN EXCELSIOR CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

1. NATURE OF OPERATIONS

Brooklyn Excelsior Charter School (the “School”) is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter School Institute, which is responsible for oversight of the School’s operations. The charter expires June 30, 2023 and is subject to renewal. The School provides education, at no cost to the parent, to students in kindergarten through the eighth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

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

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements of the school are prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

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

Cash — Cash as of June 30, 2021 and 2020 represents bank deposits which are covered by federal depository insurance.

Restricted Cash — Under the requirements of NYSED, the School has agreed to establish a reserve cash account and maintain a minimum balance of \$75,000. At June 30, 2021 and 2020, \$77,287 and \$77,266, respectively, of cash is restricted for that purpose. In the event of dissolution of the School, the reserve cash account would be used to pay for legal and audit expenses associated with the dissolution.

Deferred Revenue — Deferred revenue as of June 30, 2021 and 2020 consists of grant funds received in advance of eligible expenses incurred.

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

Capital Assets — Capital assets, which include other equipment, are reported at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$2,000 and an estimated useful life in excess of one year.

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

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

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

- *Net Assets without Donor Restriction* — Net assets which are not subject to donor imposed or governmental stipulations. All net assets as of June 30, 2021 and 2020 are considered to be without donor restrictions.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in net assets without donor restrictions unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in net assets without donor restrictions. Other assets or liabilities are reported as increases or decreases in net assets without donor restriction unless their use is restricted by explicit donor stipulation or governmental restrictions. Expiration of restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time has elapsed) are reported as reclassifications between the applicable classes of net assets. For the years ended June 30, 2021 and 2020, all revenue sources were without donor restrictions.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

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

exempt from Federal income tax under Section 501(c)(3) of the internal revenue code. Accordingly, no provision for federal income taxes has been made.

Recent Accounting Pronouncements — In February 2016, the Financial Accounting Standards Board (FASB) issued ASU No. 2016-02, *Leases*, which will supersede the current lease requirements in ASC 840. The ASU requires lessees to recognize a right-of-use asset and related lease liability for all leases, with a limited exception for short-term leases. Leases will be classified as either finance or operating, with the classification affecting the pattern of expense recognition in the Statement of Operations. Currently, leases are classified as either capital or operating, with only capital leases recognized on the balance sheet. The reporting of lease-related expenses in the Statements of Operations and Cash Flows will be general consistent with the current guidance. The new lease guidance will be effective for the School's year ending June 30, 2023 and will be applied using a modified retrospective transition method to the beginning of the earliest period presented. The effect of applying the new lease guidance on the financial statements has not yet been determined, but is expected to have minimal impact on the statement of activities and will include a right-of-use asset and related lease liability when adopted.

3. DUE FROM GOVERNMENTAL SOURCES

Receivables as of June 30, 2021 for the Academy included \$105,979 in state aid receivable and \$612,449 in federal grants receivable. The Academy considers all receivables to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded.

4. LIQUIDITY

The School has \$744,926 and \$345,094 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$26,498 and \$23,801 and amounts due from governmental revenue sources of \$718,428 and \$321,293 at June 30, 2021 and 2020, respectively. None of the financial assets are subject to donor or other contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date.

The School has a goal to maintain financial assets, which consist of cash and short-term receivables on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$2,253,000 and 2,044,000 at June 30, 2021 and 2020, respectively.

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

5. FUNCTIONAL EXPENSES

The School provides educational services to its students. Expenses related to providing these services are as follows for the years ended June 30, 2021 and 2020, respectively:

	<u>2021</u>	<u>2020</u>
Program services		
Contracted service fee	\$ 9,923,976	\$ 9,373,222
Board expenses	32,303	16,185
Depreciation	<u>10,581</u>	<u>10,959</u>
Total program services	9,966,860	9,400,366
Management and general		
Contracted service fee	3,436,998	2,872,305
Total	<u><u>\$ 13,403,858</u></u>	<u><u>\$ 12,272,671</u></u>

The costs of providing the program and support services are allocated on an actual basis, when possible. Certain expenses attributable to more than one function and require an allocation on a reasonable basis that is consistently applied. Management and general expenses consist of expenditures incurred by the School based on their usage of management company services. Usage of management company services are calculated on a variety of different allocation methods based on various cost centers.

6. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2021 or 2020, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

7. CONTINGENCIES

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

8. CAPITAL ASSETS

Capital asset activity of the school was as follows:

Year Ended June 30, 2021	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 105,813	\$ -	\$ -	\$ 105,813
Less accumulated depreciation — equipment	<u>94,349</u>	<u>10,581</u>	<u>-</u>	<u>104,930</u>
Total capital asset activity, net	<u>\$ 11,464</u>	<u>\$ (10,581)</u>	<u>\$ -</u>	<u>\$ 883</u>

Year Ended June 30, 2020	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 113,372	\$ -	\$ (7,559)	\$ 105,813
Less accumulated depreciation — equipment	<u>90,949</u>	<u>10,959</u>	<u>(7,559)</u>	<u>94,349</u>
Total capital asset activity, net	<u>\$ 22,423</u>	<u>\$ (10,959)</u>	<u>\$ -</u>	<u>\$ 11,464</u>

9. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from August 1, 2018 through July 31, 2023. Annual rental payments required by the lease were \$2,314,512 payable in twelve monthly payments of \$192,876. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the School or NHA.

10. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2021 have been evaluated through October 20, 2021, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

ADDITIONAL INFORMATION

BROOKLYN EXCELSIOR CHARTER SCHOOL

NEW YORK STATE EDUCATION DEPARTMENT SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021 WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2020

						2021				2020
	No. of Positions	Program Services				Supporting Services			Total	
		Regular	Special	Other	Total	Management		Total		
		Education	Education	Education		Fund-raising	and General			
Personnel Services Costs										
Administrative Staff Personnel	-	\$ 566,835	\$ -	\$ -	\$ 566,835	\$ -	\$ -	\$ -	\$ 566,835	\$ 599,365
Instructional Personnel	-	2,822,848	773,869	-	3,596,717	-	-	-	3,596,717	3,250,841
Non-Instructional Personnel	-	223,899	-	-	223,899	-	-	-	223,899	246,983
Total Salaries and Staff	-	3,613,582	773,869	-	4,387,451	-	-	-	4,387,451	4,097,189
Fringe Benefits & Payroll Taxes		714,084	159,083	-	873,167	-	-	-	873,167	787,991
Retirement		74,114	14,240	-	88,354	-	-	-	88,354	74,966
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		3,815	-	-	3,815	-	-	-	3,815	12,521
Accounting / Audit Services		12,336	-	-	12,336	-	301,553	301,553	313,889	209,209
Other Purchased / Professional / Consulting Services		154,948	250,063	-	405,011	-	704,781	704,781	1,109,792	803,566
Building and Land Rent / Lease		2,434,603	-	-	2,434,603	-	-	-	2,434,603	2,434,035
Repairs & Maintenance		402,976	-	-	402,976	-	60,824	60,824	463,800	420,401
Insurance		43,467	-	-	43,467	-	-	-	43,467	42,772
Utilities		167,606	-	-	167,606	-	-	-	167,606	198,304
Supplies / Materials		353,063	11	-	353,074	-	-	-	353,074	130,413
Equipment / Furnishings		181,338	-	-	181,338	-	-	-	181,338	129,869
Staff Development		30,655	900	-	31,555	-	93,446	93,446	125,001	126,343
Marketing / Recruitment		118,218	-	-	118,218	-	457,171	457,171	575,389	463,571
Technology		111,924	-	-	111,924	-	752,133	752,133	864,057	849,550
Food Service		133,239	-	-	133,239	-	-	-	133,239	243,422
Student Services		121,182	-	-	121,182	-	123,483	123,483	244,665	211,780
Office Expense		51,963	-	-	51,963	-	11,471	11,471	63,434	74,700
Depreciation		10,581	-	-	10,581	-	-	-	10,581	10,959
Other		35,000	-	-	35,000	-	932,136	932,136	967,136	951,110
Total Expenses		\$ 8,768,694	\$ 1,198,166	\$ -	\$ 9,966,860	\$ -	\$ 3,436,998	\$ 3,436,998	\$ 13,403,858	\$ 12,272,671

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

Independent Auditor's Report

To Management and the Board of Trustees
Brooklyn Excelsior Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brooklyn Excelsior Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021 and 2020, and the related statement of activities and changes in net assets, statement of cash flows, and schedule of functional expenses for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 20, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Brooklyn Excelsior Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion.

To Management and the Board of Trustees
Brooklyn Excelsior Charter School

The results of our tests disclosed an instance of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, which is described in the accompanying schedule of findings and questioned costs as Finding 2021-001.

The School's Response to the Finding

The School's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly we express no opinion on it.

Purpose of This Report

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

A handwritten signature in black ink that reads "Plante Morox, PC". The signature is written in a cursive, flowing style.

October 20, 2021

SUPPLEMENTAL INFORMATION

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

Independent Auditor's Report

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on Compliance for Each Major Federal Program

We have audited Brooklyn Excelsior Charter School's (the "School") compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2021. Brooklyn Excelsior Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Brooklyn Excelsior Charter School's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Brooklyn Excelsior Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Brooklyn Excelsior Charter School's compliance.

Opinion on Each Major Federal Program

In our opinion, Brooklyn Excelsior Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2021.

To the Board of Trustees
Brooklyn Excelsior Charter School

Report on Internal Control Over Compliance

Management of Brooklyn Excelsior Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Brooklyn Excelsior Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

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

Plante Morox, PC

October 20, 2021

BROOKLYN EXCELSIOR CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2021

Program Title/Project Number/Subrecipient Name	Grant/Project Number	CFDA Number	Expenditures	Current Year Cash Transferred to Subrecipient
Clusters:				
Child Nutrition Cluster - U.S. Department of Agriculture - Passed through the New York State Department of Education:				
Cash Assistance:				
National School Lunch Program 2020-21	211960	10.555	\$ 76,979	\$ -
National School Breakfast Program 2020-21	211970	10.553	41,114	-
Total Child Nutrition Cluster			118,093	-
Special Education Cluster - U.S. Department of Education - Passed through the Syracuse City School District:				
IDEA Flowthrough:				
IDEA Flowthrough 2021	N/A	84.027	90,991	-
Total Special Education Cluster			90,991	-
Other federal awards:				
Passed through the New York State Department of Education:				
Title I Part A:				
Title I Part A 1920	0021204232	84.010	45,672	-
Title I Part A 2021	0021214232	84.010	260,819	-
Total Title I Part A		84.010	306,491	-
Title II Part A - Improving Teacher Quality:				
Title II Part A 2021	0147214232	84.367	29,393	-
Title IV - SSAE:				
Title IV 2021	0204214232	84.424	19,900	-
Education Stabilization Fund Program - U.S. Department of Education Passed through New York State Department of Education				
COVID-19 ESSER Formula Fund I	5890214232	84.425D	223,602	-
COVID-19 ESSER Formula Fund II	5891214232	84.425D	158,255	-
COVID-19 ESSER Formula Fund III ARP		84.425U	818	-
Total Education Stabilization Fund Program		84.425	382,675	-
Total noncluster programs passed through the New York State Department of Education			738,459	-
Total federal awards			\$ 947,543	\$ -

BROOKLYN EXCELSIOR CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards Year Ended June 30, 2021

Note 1 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Brooklyn Excelsior Charter School (the "School") under programs of the federal government for the year ended June 30, 2021. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net position, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

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

Pass-through entity identifying numbers are presented where available.

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

Note 3 - Grant Auditor Report

Management has utilized the Cash Management System (CMS) Grant Auditor Report in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

Note 4 - Noncash Assistance

The value of the noncash assistance received was determined in accordance with the provisions of the Uniform Guidance and is included in the schedule of expenditures of federal awards.

BROOKLYN EXCELSIOR CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

Unmodified

Internal control over financial reporting:

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

Noncompliance material to financial statements noted?

☒ Yes ☐ No

Federal Awards

Internal control over major programs:

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

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

Unmodified

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

☐ Yes ☒ No

Identification of major programs:

CFDA Number	Name of Federal Program or Cluster	Opinion
10.553, 10.555, 10.556, 10.559 84.010	Child Nutrition Cluster Title 1, Part A	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☐ Yes ☒ No

BROOKLYN EXCELSIOR CHARTER SCHOOL

Schedule of Findings and Questioned Costs

Year Ended June 30, 2021

Section II - Financial Statement Audit Findings

Reference Number	Finding	
2021-001	Finding Type:	Material noncompliance with laws and regulations
	Criteria -	Section 4 of the NY Charter School Audit Guide states that "To test the calculation of the core pupil aid received, the auditor should first verify the rate used in the calculation. To recalculate the core aid in total, the auditor should multiply the rate by the number of full-time equivalents as determined on the FTE reconciliation form or equivalent by the district and compare to the total core pupil aid for the fiscal year being audited."
	Condition -	The School was found to have used incorrect District Rates used in calculating State Aid Revenue received for the New York City Schools.
	Context -	Section 4 of the NY Charter School Audit Guide requires the auditor to verify the District Rates used in the calculation of total State Aid Revenue. Upon review of the State Aid Revenue calculation by the auditor, it was identified that the incorrect rates were used.
	Cause -	The School did not properly pull the District Rates for its calculation of State Aid Revenue, and the proper controls were not in place to identify the error.
	Effect -	As a result of the improper District Rates used, the School recorded the improper revenue amount as of year-end, which was subsequently corrected.
	Recommendation -	The School should work closely with the State of New York to ensure that the proper district rate is used to calculate State Aid Revenue.
	Views of Responsible Officials and Planned Corrective Actions -	The School will now ensure that the correct District Rate is being used for each School.

Section III - Federal Program Audit Findings

Reference Number	Finding	Questioned Costs
Current Year	None	



Brooklyn Excelsior Charter School

Fiscal Year Ended June 30, 2021

Corrective Action Plan

Finding Number: 2021-001

Condition: The School was found to have used incorrect District Rates used in calculating State Aid Revenue received for the New York City Schools.

Planned Corrective Action: The School will now ensure that the correct District Rate is being used for the School.

Contact person responsible for corrective action: Janet Thatcher, Audit Manager

Anticipated Completion Date: 12/1/2021



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Rudyard Ceres
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	President
Email Address:	

Home Address	Business Address
Please complete with changes only:	Please complete with changes only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				


- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:

 R.W. CELES

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Stephanie Cuba
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice President
Email Address:	

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Andra Wishom
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	

Home Address	Business Address
Please complete with changes only:	Please complete with changes only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

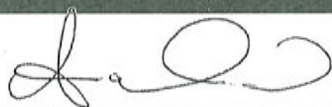
- 3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Carol Schulhof
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	

Home Address

Please complete with **changes** only:

Street:
City, State Zip:
Phone:

Business Address

Please complete with **changes** only:

Business Name:
Street:
City, State Zip:
Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No
- 1a) Description of the position:
- 1b) Salary:
- 1c) Start date:
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:

Carol E. Schuchman

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Etta Waddell
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	

Home Address
Please complete with changes only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with changes only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:



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Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Jennifer Wilkins
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:	Brooklyn Excelsior Charter School
Name of trustee (print):	Lucien Perry
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	

Home Address

Please complete with **changes** only:

Street:
City, State Zip:
Phone:

Business Address

Please complete with **changes** only:

Business Name:
Street:
City, State Zip:
Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No
- 1a) Description of the position:
- 1b) Salary:
- 1c) Start date:
- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A				

- 3) 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 an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A						

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Brooklyn Excelsior Charter School

2021-22 School Year

July/August							July 19-22 - NHA Leadership Summit
Su	M	T	W	Th	F	Sa	
25	26	27	28	29	30	31	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					30th Staff PD; 31st Regional PD

September							
Su	M	T	W	Th	F	Sa	
			1	2	3	4	1st-3rd Staff PD
5	6	7	8	9	10	11	6th Labor Day; 7th Rosh Hashanah; 8th-10th Staff PD
12	13	14	15	16	17	18	13th First Day School; 16th Yom Kippur
19	20	21	22	23	24	25	
26	27	28	29	30			

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

November							
Su	M	T	W	Th	F	Sa	
	1	2	3	4	5	6	2nd Election Day
7	8	9	10	11	12	13	11th Veteran's Day
14	15	16	17	18	19	20	19th End of 1st Quarter
21	22	23	24	25	26	27	23rd PT Conferences; 25th-26th Thanksgiving Break
28	29	30					

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

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

February							
Su	M	T	W	Th	F	Sa	
		1	2	3	4	5	4th End of 2nd Quarter
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	21st-25th Mid Winter Recess
27	28						28th School Resumes

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

April							
Su	M	T	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	15th-22nd Spring Break
24	25	26	27	28	29	30	25th School Resumes; 29th End of 3rd Qtr

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

June							
Su	M	T	W	Th	F	Sa	
			1	2	3	4	2nd Regional PD
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	20th Juneteenth Day; 24th End of 4th Quarter
26	27	28	29	30			28th Last Day of School

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

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

Board Approved: 8/4/2021

Last Update: 6/2/2021

180 School Days

7:30 a.m. - 3:00 p.m. School Hours

7:30 a.m. - 11:30 a.m. (half)

1202 Instructional Hours