

# Application: Equality CS

Caitlin Franco - megan.benway@equalitycharterschool.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 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)

EQUALITY CHARTER SCHOOL 321100860956

**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.

NEW YORK CITY CHANCELLOR OF EDUCATION

**c. DISTRICT / CSD OF LOCATION**

CSD #11 - BRONX

**d. DATE OF INITIAL CHARTER**

1/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2009

**f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

To ensure each scholar reaches individual academic and personal success through a nurturing scholar centered approach.

**g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success.

KDE 1	Rigorous standards-based curriculum: Common core aligned curriculum with a focus on teaching for depth, not breadth.
KDE 2	Full inclusion model: All scholars are educated in full inclusion classrooms with equal access to high education for all
KDE 3	Career focus: Focusing scholars on learning about different careers at a young age to connect with careers first, then to see college as a mechanic, with which to attain their dream careers.
KDE 4	Nurturing school environment: Nurturing and supportive school environment that values social development alongside academic achievement
KDE 5	Proactive and positive behavioral model: Proactively teaching behavioral expectations
KDE 6	Growth Priority: Valuing and acknowledging growth - for scholars and staff - above everything else
KDE 7	Parents as partners: Working with families to create the best school environment possible
KDE 8	(No response)
KDE 9	(No response)

KDE 10

(No response)

**Need additional space for variables**

No

**h. SCHOOL WEB ADDRESS (URL)**

[www.equalitycharterschool.org](http://www.equalitycharterschool.org)

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

650

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

627

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

Check all that apply

Grades Served

6, 7, 8, 9, 10, 11, 12

**I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

**FACILITIES INFORMATION**

**m. FACILITIES**

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

Yes, 2 sites

**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	2141 Seward Avenue Bronx NY 10475	7184599597	NYC CSD 11	9-12	

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Caitlin Franco	718-459-9597		<a href="mailto:caitlin.franco@equ&lt;br/&gt;alitycharterschool.&lt;br/&gt;org">caitlin.franco@equ alitycharterschool. org</a>
Operational Leader	Tracee Black	718-459-9597		<a href="mailto:tracee.black@equa&lt;br/&gt;litycharterschool.or&lt;br/&gt;g">tracee.black@equa litycharterschool.or g</a>
Compliance Contact	Gabriel Park	718-459-9557		<a href="mailto:gabriel.park@equa&lt;br/&gt;litycharterschool.or&lt;br/&gt;g">gabriel.park@equa litycharterschool.or g</a>
Complaint Contact	Gabriel Park	718-459-9557		<a href="mailto:gabriel.park@equa&lt;br/&gt;litycharterschool.or&lt;br/&gt;g">gabriel.park@equa litycharterschool.or g</a>
DASA Coordinator	Gene Johnson	718-459-9557		<a href="mailto:gene.johnson@equ&lt;br/&gt;alitycharterschool.&lt;br/&gt;org">gene.johnson@equ alitycharterschool. org</a>
Phone Contact for After Hours Emergencies	Caitlin Franco	347-882-0700		<a href="mailto:caitlin.franco@equ&lt;br/&gt;alitycharterschool.&lt;br/&gt;org">caitlin.franco@equ alitycharterschool. org</a>

**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)**

[CoO HS.pdf](#)

**Filename:** CoO HS.pdf **Size:** 34.4 kB

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**Site 1 Fire Inspection Report**

[FIRE HS.pdf](#)

**Filename:** FIRE HS.pdf **Size:** 183.2 kB

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 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 2	4140 Hutchinson River Parkway East Bronx, NY 10465	7184599797	NYC CSD 8	6-8	6-8



**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Caitlin Franco	718-459-9557		<a href="mailto:caitlin.franco@equalitycharterschool.org">caitlin.franco@equalitycharterschool.org</a>
Operational Leader	Amanda Myers	718-459-9557		<a href="mailto:amanda.myers@equalitycharterschool.org">amanda.myers@equalitycharterschool.org</a>
Compliance Contact	Gabriel Park	718-459-9557		<a href="mailto:gabriel.park@equalitycharterschool.org">gabriel.park@equalitycharterschool.org</a>
Complaint Contact	Gabriel Park	718-459-9557		<a href="mailto:gabriel.park@equalitycharterschool.org">gabriel.park@equalitycharterschool.org</a>
DASA Coordinator	Anil Edwards	718-459-9557		<a href="mailto:anil.edwards@equalitycharterschool.org">anil.edwards@equalitycharterschool.org</a>
Phone Contact for After Hours Emergencies	Caitlin Franco	347-882-0700		<a href="mailto:caitlin.franco@equalitycharterschool.org">caitlin.franco@equalitycharterschool.org</a>

**m2b. Is site 2 in public (co-located) space or in private space?**

Co-located Space

**m2c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2		No		No		Yes

**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?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Caitlin Franco
Position	Executive Director
Phone/Extension	718-459-9597
Email	<a href="mailto:caitlin.franco@equalitycharterschool.org">caitlin.franco@equalitycharterschool.org</a>

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).

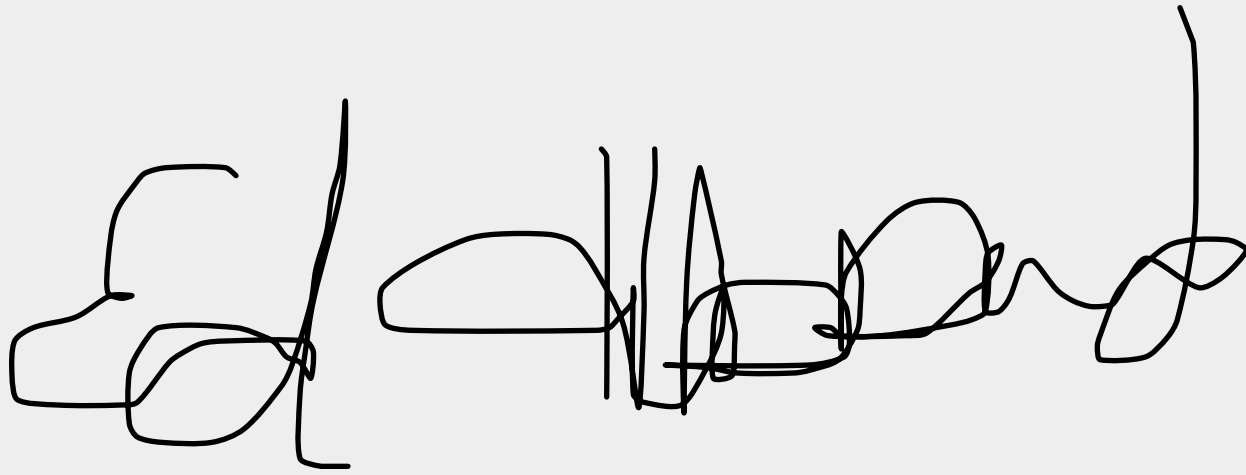
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "James". It starts with a large, rounded initial letter, followed by several connected letters with loops and flourishes. The final letter has a long, sweeping tail that curves upwards and to the right.

Signature, President of the Board of Trustees



Date

Jul 22 2021

Thank you.



## Entry 3 Progress Toward Goals

Completed Nov 3 2021

### Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”. **Deadline is November 1, 2021.**

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

# Entry 3 Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2021.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".**

#### 2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
	For each year of the school's renewal charter term, the percentage of the school's students who score at			

Academic Goal 1	or above Level 3 on the New York State ELA examination meets or exceeds such percentage for the Community School District(s) (CSD) in which the school is located. (Relevant for schools serving grades 3-8)	NYS ELA Exam	Unable to Assess	N/A
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination meets or exceeds such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS ELA Exam	Unable to Assess	N/A
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination meets or exceeds such	NYS Math Exam	Unable to Assess	N/A

	percentage for the Community School District(s) (CSD). (Relevant for schools serving grades 3-8)			
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination meets or exceeds such percentage for New York City. (Relevant for schools serving grades 3-8)	NYS Math Exam	Unable to Assess	N/A
	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam  (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth			-Offer Saturday Regents prep classes starting in March/April -Use baseline and ongoing assessment data to inform planning and grouping -Students will practice writing 2 -

Academic Goal 5	<p>year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. (Relevant for schools serving grades 9-12)</p>	English Regents Exam	Not Met	<p>3 days per week and making revisions based on teacher feedback          -Students will analyze personal and common writing errors          -Begin focusing on Regents skills in 9th grade</p>
	<p>For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an on a math Regents Exam</p> <p>(Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry,</p>			<p>-Offer Saturday Regents prep classes starting in March/April          -Use baseline and ongoing assessment data</p>



Academic Goal 6	Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. (Relevant for schools serving grades 9-12)	Math Regents Exam	Not Met	to inform planning and grouping -access to a 24-hour online tutoring program to provide in-the-moment help -increase the level of rigor in all math classrooms
	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of			-ICT instruction using a variety co-teaching models based on student

<p>Academic Goal 7</p>	<p>June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)</p>	<p>English Regents Exam</p>	<p>Not Met</p>	<p>data  -Teacher led program to track and monitor standards assessments for SWDs  -Saturday regents prep and support and enrichment in small groups  -Explicitly teach and model close reading strategies  -Explicitly teach and model multiple choice strategies  -Explicitly teach and model writing strategies for parts 2 and 3 of the ELA Regents</p>
	<p>For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant</p>			

<p>Academic Goal 8</p>	<p>NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at</p> <p>3</p> <p>the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were</p>	<p>Math Regents Exam</p>	<p>Not Met</p>	<p>-ICT instruction using a variety co-teaching models based on student data -Teacher led program to track and monitor standards assessments for SWDs -Saturday Regents prep and support and enrichment in small groups</p>
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	classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)			
Academic Goal 9	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken	English Regents Exam	Not Met	-ESOL daily course to support ELLs in writing in English and writing skills that connect to ELA regents -ELL teacher co-teaching in the ELA 9 and ELA 10 classrooms with ELL students

during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)

For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry,

Academic Goal 10	<p>Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)</p>	Math Regents Exam	Not Met	<p>-access to a 24-hour online tutoring program to provide in-the-moment help (offered in many home languages)          -ELL teacher coaching and supporting Algebra teachers          -Offer Saturday Regents prep classes starting in March/April</p>
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**2. Do have more academic goals to add?**

Yes

**2020-2021 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	<p>For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the</p>	ELA Regents Exam	Not Met	<p>Since nearly <math>\frac{3}{4}</math> of our population is FRPL, we apply FRPL efforts to All Students.</p> <p>See all students above</p>

school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)

For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common



<p>Academic Goal 12</p>	<p>Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years. (Relevant for schools serving grades 9-12)</p>	<p>Math Regents Exam</p>	<p>Not Met</p>	<p>Since nearly <math>\frac{3}{4}</math> of our population is FRPL, we apply FRPL efforts to All Students.</p> <p>See all students above</p>
	<p>In each year of the charter term, the school will demonstrate</p>			

Academic Goal 13	increased proficiency rates on the New York State ELA examination. (Relevant for schools serving grades 3-8)	NYS ELA Exam	Unable to Assess	N/A
Academic Goal 14	In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination. (Relevant for schools serving grades 3-8)	NYS Math Exam	Unable to Assess	N/A
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents Exam. This goal will be applicable if, for at least two consecutive years, six or more students take either exam. (Relevant for schools serving grades 9-12)	ELA Regents Exam	Unable to Assess	N/A
	In each year of the charter term, the school will			

Academic Goal 16	<p>demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	NYS Algebra Regents Exam	Unable to Assess	N/A
Academic Goal 17	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	NYS Geometry Regents Exam	Unable to Assess	N/A
	<p>In each year of the charter term, the</p>			

Academic Goal 18	<p>school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	NYS Algebra 2 Regents Exam	Unable to Assess	N/A
Academic Goal 19	<p>In each year of the charter term, the school will demonstrate increased pass rates on at least one history Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)</p>	NYS Global 2 Regents OR US History Regents	Unable to Assess	N/A
	<p>In each year of the charter term, the school will</p>			

Academic Goal 20	demonstrate increased pass rates on at least one science Regents Exam. Goal will be applicable if six or more students take the same science Regents Exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9-12)	One Science Regents Exam (LE, Earth Sci, Chem, or Physics)	Unable to Assess	N/A
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**3. Do have more academic goals to add?**

Yes

**2020-2021 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
	Where the school has an eligible subgroup population (deemed as six or			

Academic Goal 21	<p>more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS ELA Exam - subgroup ELL	Unable to Assess	N/A
Academic Goal 22	<p>Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS ELA - subgroup SWD	Unable to Assess	N/A
	<p>Where the school has an eligible subgroup</p>			

Academic Goal 23	<p>population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS ELA - subgroup FRPL	Unable to Assess	N/A
Academic Goal 24	<p>Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS Math 6-8 Exam - ELLs	Unable to Assess	N/A
	Where the school			

Academic Goal 25	<p>has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3-8)</p>	NYS Math 6-8 Exam - SWDs	Unable to Assess	N/A
Academic Goal 26	<p>Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the Free or Reduced Price Lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving</p>	NYS Math 6-8 - FRPL	Unable to Assess	N/A



	grades 3-8)			
Academic Goal 27	For each year of the school's renewal charter term, the school's 4-year graduation rate in June of each year as reported by NYSED will be at or above the citywide averages. (Relevant for schools serving grades 9-12)	SQR for our June 2021 data; NYSED Data for Citywide June 2020 graduation comparison data (no 2021 data publicly available at time of report deadline)	Met	
Academic Goal 28	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for English language learners as reported by NYSED will be at or above the citywide averages. (Relevant for schools serving grades 9-12)	SQR for our June 2021 data; NYSED Data for Citywide June 2020 graduation comparison data (no 2021 data publicly available at time of report deadline)	Met	
Academic Goal 29	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students with disabilities as reported by NYSED	SQR for our June 2021 data; NYSED Data for Citywide June 2020 graduation comparison data (no 2021 data	Met	

	<p>will be at or above the citywide averages. (Relevant for schools serving grades 9-12)</p>	<p>publicly available at time of report deadline)</p>		
Academic Goal 30	<p>For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students eligible for Free or Reduced Price Lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this; relevant for schools serving grades 9-12)</p>	<p>SQR for our June 2021 data; NYSED Data for Citywide June 2020 graduation comparison data (no 2021 data publicly available at time of report deadline)</p>	Met	
	<p>For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their first year at the school</p>			<p>Unusually challenging this year for the 9th graders - an entry grade to the school for some and a new school division for all. Due to COVID, most of the cohort never entered the building all year. It was especially difficult to engage students who had no physical world</p>

Academic Goal 31	accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report. (Relevant for schools serving grades 9-12)	SQR - Year 1	Not Met	connections to the building, any staff members, or peers. We have many remediation opportunities, including: Saturday Academy, 23-hour online tutoring services, daily Office Hours, and a robust credit recovery program to help get this cohort back on track.
Academic Goal 32	For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their second year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report. (Relevant for schools serving grades 9-12)	SQR - Year 2	Met	
	For each year of the school's renewal charter term, the school will show progress towards having			

Academic Goal 33	75% of students enrolled in their third year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report. (Relevant for schools serving grades 9-12)	SQR - Year 3	Met	
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				
Academic Goal 42				
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Academic Goal 65				
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Academic Goal 67				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

**4. ORGANIZATION GOALS**

**For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

**2020-2021 Progress Toward Attainment of Organization Goals**

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

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

**2020-2021 Progress Toward Attainment of Financial Goals**

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

**7. Do have more financial goals to add?**

(No response)

## 2020-2021 Progress Toward Attainment of Financial Goals

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

Thank you.

## Entry 4 - Audited Financial Statements

Completed Nov 8 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.**

### **[Equality Charter School - Audit Wrap-Up Report - June 30, 2021-merged](#)**

**Filename:** Equality Charter School Audit Wra NtBw2eJ.pdf **Size:** 1.4 MB

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

Completed Nov 8 2021

### **[Instructions - Regents-Authorized Charter Schools ONLY](#)**

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the website at [2020-2021 Charter School Annual Report webpage](#). Upload the completed file in Excel format. **Due November 1, 2021.**



**Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.**

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

## **[NYC DOE Audited Annual Financial Report Template - Final 2020-2021](#)**

**Filename:** NYC DOE Audited Annual Financial R PIYs1JW.XLSX **Size:** 60.6 kB

### **Entry 4c - Additional Financial Documents**

**Incomplete**

**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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> 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**

**Completed** Aug 2 2021

**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
	Gabriel Park	[REDACTED]	[REDACTED]

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	BDO	[REDACTED]	[REDACTED]	12

### 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
	CSBM	Karen Daniels	237 West 35th St., Suite 301, New York, NY 10001	[REDACTED]	[REDACTED]	12

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 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.

## [Final2021-2022ARBudgetTemplate](#)

Filename: Final2021 2022ARBudgetTemplate.xlsx Size: 38.6 kB

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

Completed Aug 2 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.

## [JS Disclosure 21](#)

Filename: JS Disclosure 21.pdf Size: 175.6 kB

## [EH Disclosure Form 21](#)

Filename: EH Disclosure Form 21.pdf Size: 926.4 kB

## [AH Fin](#)

Filename: AH Fin. Disclosure.pdf Size: 4.3 MB

## [Fin Disclosure LG signed](#)

Filename: Fin Disclosure LG signed.pdf Size: 83.6 kB

## [FinancialDisclosure2020](#)

Filename: FinancialDisclosure2020.docx.pdf Size: 104.9 kB

## [FinancialDisclosure2021 EK](#)

Filename: FinancialDisclosure2021 EK.pdf Size: 92.7 kB

## [Financial Disclosure-PF](#)

**Filename:** Financial Disclosure PF.pdf **Size:** 1.9 MB

## [FinancialDisclosure2021 AL](#)

**Filename:** FinancialDisclosure2021 AL.pdf **Size:** 98.1 kB

## [FinancialDisclosure21 EB](#)

**Filename:** FinancialDisclosure21 EB.pdf **Size:** 186.1 kB

## [FinancialDisclosure21 BC](#)

**Filename:** FinancialDisclosure21 BC eNVggxe.pdf **Size:** 98.5 kB

# Entry 7 BOT Membership Table

**Completed** Aug 2 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	Ed Hubbard		Chair	Finance, Governance	Yes	3	08/01/2019	08/01/2022	12
2	Ardian Hasko		Vice Chair	Finance, Governance, Development	Yes	1	08/01/2018	08/01/2021	12
3	James Stringfellow		Treasurer	Finance, Governance, Academic Accountability	Yes	1	08/01/2020	08/01/2023	12
4	Len Gilbert		Secretary	Governance, Development	Yes	1	08/01/2020	08/01/2023	12
5	Erika King		Trustee/Member	Development, Academic Accountability	Yes	1	08/01/2018	08/01/2021	11
6	Ben Costa		Trustee/Member	Development, Academic Accountability	Yes		08/01/2018	08/01/2021	5 or less
7	Ayisha Lee		Trustee/Member	Finance, Governance, Academic	Yes		08/01/2019	08/01/2022	10

			Account ability					
8	Edison Bardowell		Trustee/Member Finance, Academic Account ability	Yes		08/01/2020	08/01/2023	7
9	Palak Forbes		Trustee/Member Development, Finance	Yes		08/01/2020	08/01/2023	9

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

Yes

**1b. Current Board Member Information**

	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
10	Roberta Osorio		Trustee/Member	Academic Accountability ,Finance	Yes		08/01/2020	08/01/2023	8
11									
12									
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

### 3. Number of Board meetings held during 2020-2021

12

### 4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

## Entry 8 Board Meeting Minutes

Completed Aug 2 2021

### **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.



## [\*\*EH Minutes \(14\)\*\*](#)

**Filename:** EH Minutes 14.pdf **Size:** 346.1 kB

## [\*\*EH Minutesd March \(1\)\*\*](#)

**Filename:** EH Minutesd March 1.pdf **Size:** 325.6 kB

## [\*\*EH Minutes June\*\*](#)

**Filename:** EH Minutes June.pdf **Size:** 465.6 kB

## [\*\*EH Minutes \(12\)\*\*](#)

**Filename:** EH Minutes 12.pdf **Size:** 471.7 kB

## [\*\*EH Minutesd April \(1\)\*\*](#)

**Filename:** EH Minutesd April 1.pdf **Size:** 414.9 kB

## [\*\*EH Minutes \(13\)\*\*](#)

**Filename:** EH Minutes 13.pdf **Size:** 471.7 kB

## [\*\*EH Minutes \(11\)\*\*](#)

**Filename:** EH Minutes 11.pdf **Size:** 377.0 kB

## [\*\*Hubbard Minutes\*\*](#)

**Filename:** Hubbard Minutes.pdf **Size:** 392.8 kB

## [\*\*EH Minutes \(10\)\*\*](#)

**Filename:** EH MInutes 10.pdf **Size:** 438.4 kB

## [\*\*EH Oct MInutes \(1\)\*\*](#)

**Filename:** EH Oct MInutes 1.pdf **Size:** 294.8 kB

## [\*\*EH Minutes \(5\) \(1\)\*\*](#)

**Filename:** EH Minutes 5 1.pdf **Size:** 451.3 kB

## [\*\*EH Minutes \(8\)\*\*](#)

**Filename:** EH Minutes 8.pdf **Size:** 451.4 kB

## [\*\*EH Minutes \(9\)\*\*](#)

**Filename:** EH Minutes 9.pdf **Size:** 465.1 kB

# **Entry 9 Enrollment & Retention**

**Completed** Aug 2 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
Economically Disadvantaged	We will distribute application materials electronically. Our community outreach will be done Virtually to organizations serving families in need and that receive services through WIC and the offices of the Department of Children and Family Services. We will attend events that organizations have that	We will distribute all application materials electronically. Our in person community outreach will resume now that COVID restrictions have been lifted. We will continue to work with organizations serving families in need and that receive services through WIC and the offices of the Department of Children and Family Services. We will attend any events that

	<p>that serve families in need with services through WIC and the Department of Children and Family Services. We will continue to run psychoeducational groups to meet the emotional needs of scholars.</p>	<p>organizations have that that serve families in need with services through WIC and the Department of Children and Family Services. We will continue to run psychoeducational groups to meet the emotional needs of scholars.</p>
<p>English Language Learners</p>	<p>Spanish speaking school staff will lead the week long recruitment efforts through community outreach in sections of the Bronx with high ELL populations. We will use a third party company to send promotional material to families of entering 9th grade students. We will continue to advertise in a Spanish language newspaper El Dario. All materials will be printed in English, Spanish, French, Arabic &amp; Bengali. We will continue to partner with the welcome centers to distribute promotional materials. We will run another 12 week bus ad in the Hunts Point Section of the Bronx, our target neighborhood inviting families to our Virtual Open House and online application portal. We will hold private virtual school tours for middle</p>	<p>Now that COVID restrictions have been lifted Spanish speaking school staff will resume the week long recruitment efforts through community outreach in sections of the Bronx with high ELL populations. We will continue to use a third party company to send promotional material to families of entering 9th grade students. We will continue to advertise in a Spanish language newspaper El Dario. All materials will be printed in English, Spanish, French, Arabic &amp; Bengali. We will continue to partner with the welcome centers to distribute promotional materials. We will run several ads through various newspapers and magazines in the Hunts Point Section of the Bronx, our target neighborhood inviting families to our Virtual Open House and online application portal. We will hold private virtual school</p>

	schools in our target neighborhood with high populations of ELL scholars.	tours for middle schools in our target neighborhood with high populations of ELL scholars.
Students with Disabilities	We will continue to recruit at schools and centers that serve students with special disabilities. Our Special Population Coordinator will conduct virtual info sessions with parents to review services their child needs.	Now that COVID restrictions have been lifted we will begin to recruit at schools and centers that serve students with special disabilities. Our Special Population Coordinator will continue to conduct virtual info sessions with parents to review services their child needs.

### Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Uniform and school supply materials will be shipped at no cost to the families experiencing financial hardship Social Workers will continue to coordinate referrals to outside social service providers for additional support to our students and their families. Social Workers will continue to use the Community Resource Directory they created of outside service options in our neighborhoods that could provide assistance for a variety of needs. Scholars will continue to receive additional fee reductions for exams beyond state reductions.	Uniform and school supply materials will continue to be shipped at no cost to the families experiencing financial hardship Social Workers will continue to coordinate referrals to outside social service providers for additional support to our students and their families. Social Workers will continue to use the Community Resource Directory they created of outside service options in our neighborhoods that could provide assistance for a variety of needs. Scholars will continue to receive additional fee reductions for exams beyond state reductions.
	Our current ELL families will	

English Language Learners

present at our virtual parent events. This will help to get the word out to other ELL families that have or want their child to attend our school. We will continue to increase instructional support efforts: daily ESOL course for beginning ELLs, ELL teacher co teaching in high volume beginning ELL classes. Translation services will be expanded: signage throughout buildings in multiple languages, devices provided for teachers to readily translate materials for scholars and parents. All ELL scholars will receive a chromebook for the school year to ensure daily access to language needs. Scholars will continue to have access to Imagine Learning (online instructional system) which allows language progress to take place both at school and at home. Personal calls will continue to be made in the Spring by instructional staff to inquire about satisfaction of school services and to inquire about intent of returning (and encourage it).

We will continue to ensure that

Our current ELL scholars and parents will present at our virtual parent events. This will help to get the word out to other ELL families that have or want their child to attend our school. We will continue to increase instructional support efforts: daily ESOL course for beginning ELLs, ELL teacher co teaching in high volume beginning ELL classes. Translation services will be expanded: signage throughout buildings in multiple languages, devices provided for teachers to readily translate materials for scholars and parents. Scholars will continue to have access to Imagine Learning (online instructional system) which allows language progress to take place both at school and at home. Personal calls will continue to be made in the Spring by instructional staff to inquire about satisfaction of school services and to inquire about intent of returning (and encourage it).

We will continue to ensure that

Students with Disabilities	<p>families of students with disabilities never see us lowering expectations for their children. We will continue to schedule meetings with parents so they can provide feedback and express any concerns they have through parent teacher conferences and IEP meetings. We will continue to launch our expanded SpEd services offering: SETSS resource room, case manager support, added American Sign Language as another LOTE option. We will continue to collaborate with the Training Opportunity Program, to support efforts toward CDOS credential.</p>	<p>families of students with disabilities never see us lowering expectations for their children. We will continue to schedule meetings with parents so they can provide feedback and express any concerns they have through parent teacher conferences and IEP meetings. We will continue to launch our expanded SpEd services offering: SETSS resource room, case manager support, added American Sign Language as another LOTE option. We will continue to collaborate with the Training Opportunity Program, to support efforts toward CDOS credential.</p>
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## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 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<sup>[1]</sup> 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.

<sup>[1]</sup> 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>.

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Completed** Aug 2 2021

### **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)	5
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	5.0

**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)	5
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)	
<b>Total Category B: not to exceed 5</b>	<b>5.0</b>

**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)	5
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	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	6

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	31

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	60



Thank you.

## Entry 12 Organization Chart

Completed Aug 2 2021

### [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

### [Org Chart 20-21](#)

Filename: Org Chart 20 21.pdf Size: 185.3 kB

## Entry 13 School Calendar

Completed Oct 19 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 2<sup>nd</sup> 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.**

## [ECHS 2021-2022 School Calendar \(Draft\)](#)

Filename: ECHS 2021 2022 School Calendar Draft.pdf Size: 164.8 kB

### **Entry 14 Links to Critical Documents on School Website**

Completed Aug 2 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: Equality CS

**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)	<a href="https://www.equalitycharterschool.org/our-results/">https://www.equalitycharterschool.org/our-results/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.equalitycharterschool.org/about-us/our-board/">https://www.equalitycharterschool.org/about-us/our-board/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.equalitycharterschool.org/about-us/our-board/">https://www.equalitycharterschool.org/about-us/our-board/</a>
3. Link to NYS School Report Card	<a href="https://www.equalitycharterschool.org/our-results/">https://www.equalitycharterschool.org/our-results/</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.equalitycharterschool.org/admissions/">https://www.equalitycharterschool.org/admissions/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://www.equalitycharterschool.org/our-programs/middle-school/">https://www.equalitycharterschool.org/our-programs/middle-school/</a>
6. District-wide Safety Plan	<a href="https://www.equalitycharterschool.org/our-programs/middle-school/">https://www.equalitycharterschool.org/our-programs/middle-school/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.equalitycharterschool.org/our-programs/high-school/">https://www.equalitycharterschool.org/our-programs/high-school/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.equalitycharterschool.org/our-programs/high-school/">https://www.equalitycharterschool.org/our-programs/high-school/</a>
8. Subject matter list of FOIL records	<a href="https://www.equalitycharterschool.org/our-programs/middle-school/">https://www.equalitycharterschool.org/our-programs/middle-school/</a>

**Thank you.**



Report to the Audit Committee

# EQUALITY CHARTER SCHOOL



**EQUALITY**

Audit Wrap Up:  
Year Ended June 30, 2021

**IBDO**<sup>®</sup>

Report to the Board of Trustees



Audit Wrap Up:  
Year Ended June 30, 2021



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QUICK ACCESS TO THE FULL REPORT

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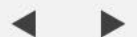
## SECTION 2

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### DRAFT EQUALITY CHARTER SCHOOL FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

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The following communication was prepared as part of our audit, has consequential limitations, and is intended solely for the information and use of those charged with governance (e.g., Board of Directors and Audit Committee) and, if appropriate, management of the Client and is not intended and should not be used by anyone other than these specified parties.



# Welcome

October 22, 2021

To the Audit Committee at  
Equality Charter School

Professional standards require us to communicate with you regarding matters related to the audit, that are, in our professional judgment, significant and relevant to your responsibilities in overseeing the financial reporting process. On June 10, 2021, we presented an overview of our plan for the audit of the financial statements including the schedule of expenditures of federal awards of Equality Charter School (the "School") as of and for the year ended June 30, 2021, including a summary of our overall objectives for the audit, and the nature, scope, and timing of the planned audit work.

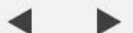
This communication is intended to elaborate on the significant findings from our audit, including our views on the qualitative aspects of the School's accounting practices and policies, management's judgments and estimates, financial statement disclosures, and other required matters.

We are pleased to be of service to the School and look forward to meeting with you to discuss our audit findings, as well as other matters that may be of interest to you, and to answer any questions you might have.

Respectfully,

*BDO USA, LLP*

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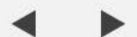


# Executive Summary

# Status of Our Audit

We have substantially completed our audit of the financial statements as of and for the year ended June 30, 2021. Our audit was conducted in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*. This audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

- ▶ The objective of our audit was to obtain reasonable - not absolute - assurance about whether the financial statements are free from material misstatements.
- ▶ The scope of the work performed was substantially the same as that described to you in our earlier Audit Planning communications.
- ▶ We expect to issue an unmodified opinion on the financial statements and release our report in October 2021.
- ▶ We expect to issue an unmodified opinion on the School's Single Audit report, including the Schedule of Expenditures of Federal Awards (SEFA).
- ▶ We expect to issue our 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*.
- ▶ In planning and performing our audit of the SEFA, we considered the School's internal control over compliance with requirements that could have a direct and material effect on its major federal programs to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with GAS and Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.
- ▶ Our responsibility for other information in documents containing the School's audited financial statements does not extend beyond the financial information identified in the audit report, and we are not required to perform procedures to corroborate such other information. However, in accordance with professional standards, we will read the information included by the School and consider whether such information, or the manner of its presentation, is materially inconsistent with its presentation in the financial statements. Our responsibility also includes calling to management's attention any information that we believe is a material misstatement of fact. We have not identified any material inconsistencies or concluded there are any material misstatements of facts in the other information that management has chosen not to correct. All records and information requested by BDO were freely available for our inspection.
- ▶ All records and information requested by BDO were freely available for our inspection.
- ▶ Management's cooperation was excellent. We received full access to all information that we requested while performing our audit, and we acknowledge the full cooperation extended to us by all levels of the School's personnel throughout the course of our work.



# Highlights: Results of the Audit

## ACCOUNTING PRACTICES, POLICIES, ESTIMATES

The following summarizes the more significant required communications related to our audit concerning the School's accounting practices, policies, and estimates:

The School's significant accounting practices and policies are those included in Note 2 of the financial statements. These accounting practices and policies are appropriate, comply with generally accepted accounting principles and industry practice, were consistently applied, and are adequately described within Note 2 of the financial statements.

- ▶ A summary of recently issued accounting pronouncements is included in Note 2 of the School's financial statements.
- ▶ During the year ended June 30, 2021, the School adopted Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606), as of July 1, 2020 using the modified-retrospective approach. This guidance requires an entity to recognize revenue to depict the transfer of promised goods and services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for these goods or services. The School's revenue is derived primarily from per-pupil revenue for services provided to students. Per-pupil revenues are recognized as revenue over the course of the academic school year or program for which it is earned. The adoption of ASU 2014-09 did not result in a material change to the timing of when revenue is recognized.
- ▶ There were no other changes in significant accounting policies and practices during the year ended June 30, 2021.

Significant estimates are those that require management's most difficult, subjective, or complex judgments, often as a result of the need to make estimates about the effects of matters that are inherently uncertain. The School's significant accounting estimates, including a description of management's processes and significant assumptions used in development of the estimates, are disclosed in Note 2 of the financial statements.

### Significant Accounting Estimates

---

Allowances on Grants and Other Receivables

---

Useful Lives of Fixed Assets

---

Fair value measurements

---

Allocation of Functional Expenses

---

- ▶ Management did not make any significant changes to the processes or significant assumptions used to develop the significant accounting estimates during the year ended June 30, 2021.

# Highlights: Results of the Audit

## CORRECTED AND UNCORRECTED MISSTATEMENTS

Please refer to the Adjusting Journal Entries (AJEs) report in Appendix A for the full list of adjusting journal entries made during the year ended June 30, 2021.

Please refer to the schedule of Proposed Adjusting Journal Entries (PAJEs) in Appendix B. We concur with management's assessment that the effects of not recording such adjustments are, both individually and in the aggregate, immaterial to the consolidated financial statements taken as a whole, considering both qualitative and quantitative factors. None of the proposed adjustments could potentially cause future-period financial statement to be materially misstated.



# Highlights: Results of the Audit - Assets

ASSETS			
	2021	2020	Change
Cash	\$ 6,752,461	\$ 6,031,529	\$ 720,932
Cash - restricted	73,381	73,258	123
Grants and other receivables	1,100,603	1,129,916	(29,313)
Due from New York City Department of Education	-	9,397	(9,397)
Due from Friends of Equality Charter School	562,000	-	562,000
Prepaid expenses and other assets	199,591	214,073	(14,482)
Property and equipment, net	2,768,675	3,127,005	(358,330)
Website, net	-	672	(672)
	<u>\$ 11,456,711</u>	<u>\$ 10,585,850</u>	<u>\$ 870,861</u>

- ▶ The increase in cash is a result of the School incurring fewer expenses in FY 2021 than in FY 2020.
- ▶ The increase in due from Friends of Equality Charter School is a result of the School entering into a sublease agreement with Friends of Equality Charter School, a related party, FY 2020. The net amount due to Friends of Equality Charter School increased due to the School owing three months of rent, plus other outside services to the related party as of 6/30/2021.

# Highlights: Results of the Audit - Liabilities and Net Assets

LIABILITIES AND NET ASSETS			
	2021	2020	Change
Accounts payable and accrued expenses	\$ 332,900	\$ 409,166	\$ (76,266)
Accrued salaries and other payroll related expenses	782,327	729,854	52,473
Deferred rent	136,690	90,383	46,307
Loan payable - Paycheck Protection Program	-	1,782,380	(1,782,380)
Due to Friends of Equality Charter School	-	97,211	(97,211)
Due to New York City Department of Education	82,334	-	82,334
<b>Total Liabilities</b>	<b>\$ 1,334,251</b>	<b>\$ 3,108,994</b>	<b>\$ (1,774,743)</b>
<b>Total Net Assets Without Donor Restrictions</b>	<b>\$ 10,122,460</b>	<b>\$ 7,476,856</b>	<b>\$ 2,645,604</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 11,456,711</b>	<b>\$ 10,585,850</b>	<b>\$ 870,861</b>

- ▶ The School received PPP funds from the Small Business Administration (“SBA”) in FY 2020 of \$1,782,380 to help offset eligible costs incurred by the School during the covered period. The School applied and received full forgiveness from the SBA in FY 2021 and properly derecognized the liability and recorded other income from the forgiveness of the debt.



# Highlights: Results of the Audit - Liabilities and Net Assets

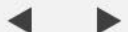
NET ASSETS			
	2021	2020	Change
Net assets without donor restrictions	\$ 10,122,460	\$ 7,476,856	\$ 2,645,604
Reconciliation of the Change in Net Assets			
	2021	2020	
Change in Net Assets	2,645,604	1,449,061	
Net change	<u>1,196,543</u>		
The following represents significant fluctuations in the change in net assets between the current and prior year:			
Increase in revenue and support	\$ 2,139,057	<i>Refer to page 12</i>	
Increase in expenses	(942,514)	<i>Refer to page 13</i>	
	<u>\$ 1,196,543</u>		

# Highlights: Results of the Audit - Revenues

REVENUE AND OTHER SUPPORT			
	2021	2020	Change
State and local per pupil operating revenue	\$ 12,599,945	\$ 12,758,958	\$ (159,013)
Other per pupil operating revenue	237,991	238,631	(640)
Government grants and contracts	2,949,133	2,508,170	440,963
Forgiveness of debt - Paycheck Protection Program	1,782,380	-	1,782,380
Interest and miscellaneous income	181,820	97,126	84,694
Special events income, net of direct expenses (\$9,004 in 2021, \$10,204 in 2020)	16,881	26,208	(9,327)
	<b>\$ 17,768,150</b>	<b>\$ 15,629,093</b>	<b>\$ 2,139,057</b>

- ▶ The decrease in per-pupil funding is mainly due to the decrease in scholar count in general education FTEs in the School.
- ▶ The increase in government grants and contracts is due to the School receiving new federal awards in FY 2021 (ESSER I and ESSER II).

FTE BREAKDOWN			
	2021	2020	Change
Total General Education FTE	607	622	(15)
Special Education FTE Breakdown			
Less than 20%	8	10	(2)
Between 20% and 60%	15	17	(2)
More than 60%	139	134	5
	<b>162</b>	<b>161</b>	<b>1</b>



# Highlights: Results of the Audit - Revenues

FTE BREAKDOWN - OUT OF DISTRICT - MOUNT VERNON			
	2021	2020	Change
Total General Education FTE	10	10	-
Total Special Education FTE	2	2	-

FTE BREAKDOWN - OUT OF DISTRICT - YONKERS			
	2021	2020	Change
Total General Education FTE	-	1	(1)

- ▶ The decrease in other per pupil revenue is due to the School not having students from Yonkers in FY 2021, whereas the School had one student from Yonkers in FY 2020
- ▶ The rate of special education FTEs billed by the School for Mount Vernon students in FY 2021 was \$19,049 per student, up from \$13,180 in FY 2020.

# Highlights: Results of the Audit - Expenses

EXPENSES			
	2021	2020	Change
Program services:			
General education	\$ 8,121,733	\$ 8,206,833	\$ (85,100)
Special education	5,110,309	4,481,278	629,031
Total Program services	<u>\$ 13,232,042</u>	<u>\$ 12,688,111</u>	<u>\$ 543,931</u>
Supporting services:			
Management and general	\$ 1,821,222	\$ 1,439,078	\$ 382,144
Fundraising	69,282	52,843	16,439
Total Supporting services	<u>\$ 1,890,504</u>	<u>\$ 1,491,921</u>	<u>\$ 398,583</u>
Total Expenses	<u>\$ 15,122,546</u>	<u>\$ 14,180,032</u>	<u>\$ 942,514</u>

- ▶ The increase in program services expenses is mainly due to the increase in personnel service costs in FY 2021. Personnel service costs increased due to annual pay increases for retained employees based on standard merit performance and promotions.

# Highlights: Results of the Audit - Expenses (continued)

	2021	2020	Change
Program services expense	\$ 13,232,042	\$ 12,688,111	\$ 543,931
Management and general	1,890,504	1,491,921	398,583
Total FTE of Gen Ed Scholars	607	622	(15)
Program services expense per Scholar	21,799	20,399	1,400
General and administrative per Scholar	3,115	2,399	716
	\$ 24,914	\$ 22,797	\$ 2,116

- ▶ Management and general expenses include accounting and auditing fees, professional and consulting services, and payroll costs for School Operations and Administrative employees.
- ▶ Increase in Scholar expense is mainly related to increases in salaries.

	2021	2020	Change
Significant Expense Fluctuations			
Salaries and staff	\$ 8,937,838	\$ 8,489,742	\$ 448,096

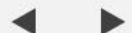
- ▶ Increase in salaries is driven by the increase in salaries rates and number of employees. The School hired additional new employees and overall salaries increased based on annual pay increases for retained employees based on standard merit performance and promotions.

# Highlights: Results of the Audit - Expenses (continued)

FUNCTIONAL CLASS ANALYSIS (\$)						
	Program Services			Supporting Services		
	Regular Education	Special Education	Total	Management and General	Fundraising	Total Expenses
June 30, 2021	\$ 8,121,733	\$ 5,110,309	\$ 13,232,042	\$ 1,821,222	\$ 69,282	\$ 15,122,546
June 30, 2020	8,206,833	4,481,278	12,688,111	1,439,078	52,843	14,180,032
Increase (\$)	\$ (85,100)	\$ 629,031	\$ 543,931	\$ 382,144	\$ 16,439	\$ 942,514

FUNCTIONAL CLASS ANALYSIS (%)						
	Program Services			Supporting Services		
	Regular Education	Special Education	Total	Management and General	Fundraising	Total Expenses
June 30, 2021	53.71%	33.79%	87.50%	12.04%	0.46%	100%
June 30, 2020	58.00%	32.00%	89.48%	10.15%	0.37%	100%
Increase / (Decrease) (%)	-4.29%	1.79%	-1.98%	1.89%	0.09%	

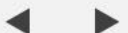
- ▶ Refer to Historical Trends section for the School's functional expenses categories relationship for FY 2018 through FY 2021.



# Highlights: Results of the Single Audit

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS				
FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM OR CLUSTER TITLE	FEDERAL CFDA NUMBER	PASS-THROUGH ENTITY IDENTIFYING NUMBER	PROVIDED TO SUBRECIPIENTS	FEDERAL EXPENDITURES
<b>U.S. Department of Education:</b>				
Passed through the New York State Education Department:				
Title I - Grants to Local Educational Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 336,113
Title II - Supporting Effective Instruction State Grants	84.367	Not Applicable	-	42,335
Title IV - Student Support and Academic Enrichment Program	84.424	Not Applicable	-	25,904
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425D	Not Applicable	-	536,624
Charter Schools Programs - Response to COVID-19 Grants	84.424	Not Applicable	-	49,950
Special Education Cluster (IDEA), Individuals with Disabilities Education Act	84.027	Not Applicable	-	150,656
<b>Total U.S. Department of Education</b>				<b>1,141,582</b>
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 1,141,582</b>

- ▶ For FY 2021, the School had applicable federal expenditures amounting to \$1,141,582. This amount was greater than the \$750,000 established dollar threshold and therefore subject to Single Audit under Uniform Guidance.
- ▶ Due to the School not being subject to Single Audit in one of the past two audit periods, the School does not qualify as a low-risk auditee.



# Highlights: Results of the Single Audit

## IDENTIFICATION OF MAJOR FEDERAL PROGRAMS

CFDA Number	Name of Federal Program or Cluster
84.425D	Elementary and Secondary School Emergency Relief Fund (ESSER)

- ▶ Based on our evaluations of federal programs included in the Schedule of Expenditures of Federal Awards (SEFA), the major program audited in FY 2021 was ESSER I.

## SUMMARY OF AUDITORS RESULTS ON FEDERAL AWARDS

Internal control over major programs:			
Material weakness(es) identified?	<u>          </u>	yes	<u>      X      </u> no
Significant deficiency(ies) identified?	<u>          </u>	yes	<u>      X      </u> none reported
Type of auditor's report issued on compliance for major federal programs:	Unmodified		
Any audit findings disclosed that are required to be reporting in accordance with 2 CFR 20.516(a)?	<u>          </u>	yes	<u>      X      </u> no



# Results of the Audit

## QUALITY OF THE SCHOOL'S FINANCIAL REPORTING

A discussion was held regarding the quality of the School's financial reporting, which included:



# Recent Accounting Pronouncements

## OVERVIEW - LEASE ACCOUNTING

**Summary:** In 2016, the Financial Accounting Standards Board (FASB) issued its highly-anticipated leasing standard in [ASU 2016-02, Leases \(ASC Topic 842\)](#) for both lessees and lessors. Under its core principle, a lessee will recognize right-of-use (“ROU”) assets and related lease liabilities on the balance sheet/statement of financial position for all arrangements with terms longer than 12 months. The pattern of expense recognition in the income statement/statement of activities will depend on a lease’s classification.

Lessor accounting remains largely consistent with previous U.S. GAAP, but has been updated for consistency with the new lessee accounting model and with the new revenue standard, ASC 606.

The standard is effective for nonpublic business entities for fiscal years beginning after December 15, 2021 and will be effective for the Schools in fiscal year 2023.

## OVERVIEW - PRESENTATION AND DISCLOSURE BY NOT-FOR-PROFIT ENTITIES FOR CONTRIBUTED NONFINANCIAL ASSETS

**Summary:** In 2020, the Financial Accounting Standards Board (FASB) issued [ASU 2020-07, Presentation and Disclosures by Not-For-Profit Entities for Contributed Nonfinancial Assets \(ASC Topic 958\)](#). The context of the ASU is enhanced transparency and therefore more disclosure regarding how much an organization receives, how it is valued and how it is used. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclosure information regarding each type of contributed nonfinancial assets.

The standard becomes effective for annual periods beginning after June 15, 2021.



# Internal Control Over Financial Reporting

# Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures 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.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses.

We are required to communicate, in writing, to those charged with governance all material weaknesses and significant deficiencies that have been identified in the School's internal control over financial reporting. The definitions of control deficiency, significant deficiency and material weakness follow:

Category	Definition
Control Deficiency	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.
Significant Deficiency	A deficiency or 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.
Material Weakness	A deficiency or 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.

In conjunction with our audit of the financial statements, we noted no material weaknesses.

We noted that the School did not meet the requirement of certification for 30 teachers during our preliminary payroll testing. NYSED requires the School to have a maximum of 15 uncertified teachers provided that five of these teachers are teaching math, science, computer science, technology, or career and technical education, with the remaining ten teachers not restricted. The School can be under additional scrutiny from the New York City Department of Education ("NYSED") for not being in compliance with the NYSED requiring teachers to be qualified through certification. We recommended for the School to be in compliance with the NYSED teacher qualification requirements.



# Additional Required Communications

# Other Required Communications

Following is a summary of other required items, along with specific discussion points as they pertain to the School:

Requirement	Discussion Point
Significant changes to planned audit strategy or significant risks initially identified	There were no significant changes to the planned audit strategy or significant risks initially identified and previously communicated to those charged with governance as part of our Audit Planning communications.
Obtain information from those charged with governance relevant to the audit	There were no matters noted relevant to the audit, including, but not limited to: violations or possible violations of laws or regulations; risks of material misstatement, including fraud risks; or tips or complaints regarding the School's financial reporting that we were made aware of as a result of our inquiry of those charged with governance.
If applicable, nature and extent of specialized skills or knowledge needed related to significant risks	There were no specialized skills or knowledge needed, outside of the core engagement team, to perform the planned audit procedures or evaluate audit results related to significant risks.
Consultations with other accountants	We are not aware of any consultations about accounting or auditing matters between management and other independent public accountants. Nor are we aware of opinions obtained by management from other independent public accountants on the application of generally accepted accounting principles.
Significant findings and issues arising during the audit in connection with the School's related parties	We have evaluated whether the identified related party relationships and transactions have been appropriately identified, accounted for, and disclosed and whether the effects of the related party relationships and transactions, based on the audit evidence obtained, prevent the financial statements from achieving fair presentation.
Significant findings or issues arising during the audit that were discussed, or were the subject of correspondence, with management	There were no significant findings or issues arising during the audit that were discussed, or were the subject of correspondence, with management.
Disagreements with management	There were no disagreements with management about matters, whether or not satisfactorily resolved, that individually or in aggregate could be significant to the School's financial statements or to our auditor's report.
Significant difficulties encountered during the audit	There were no significant difficulties encountered during the audit.

# Other Required Communications

Following is a summary of other required items, along with specific discussion points as they pertain to the School:

Requirement	Discussion Point
Matters that are difficult or contentious for which the auditor consulted outside the engagement team	There were no difficult or contentious matters that we consulted with others outside the engagement team that we reasonably determined to be relevant to those charged with governance regarding their oversight of the financial reporting process.
Representations requested from management	Please refer to the management representation letter.

# Independence

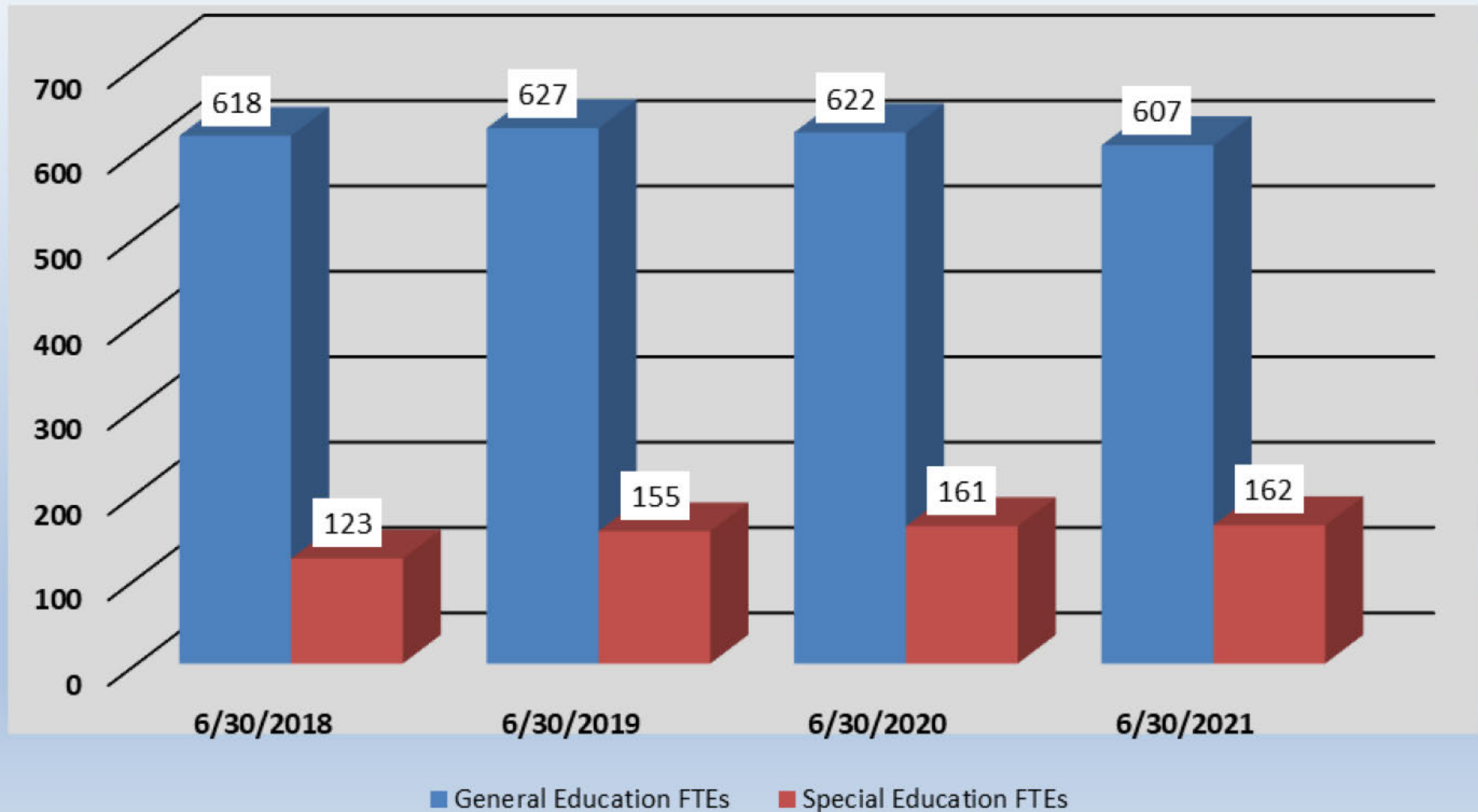
Our engagement letter to you dated June 16, 2021 describes our responsibilities in accordance with professional standards and certain regulatory authorities with regard to independence and the performance of our services. This letter also stipulates the responsibilities of the School with respect to independence as agreed to by the School. Please refer to that letter for further information.





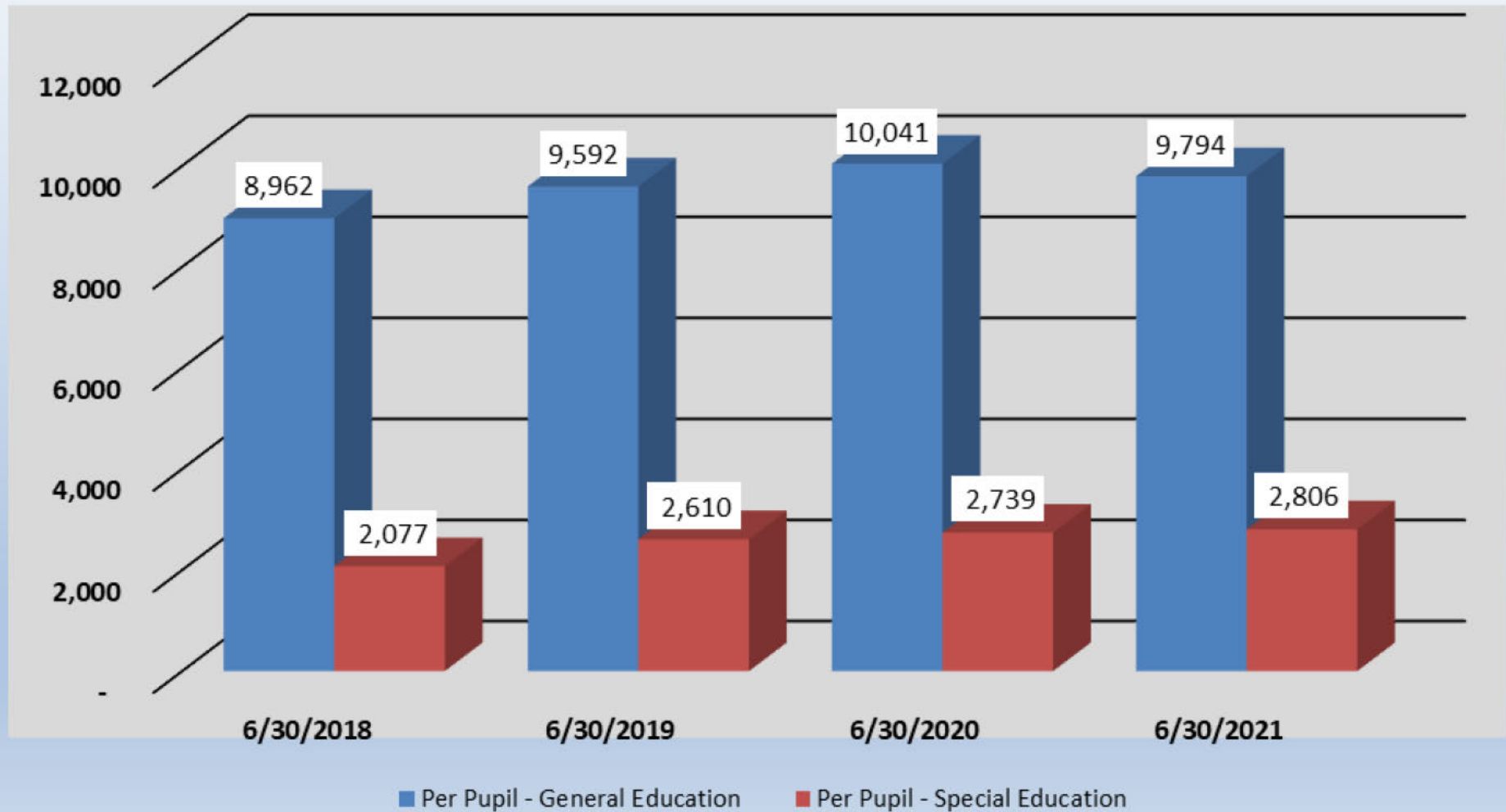
# Equality Charter School - Historical Trends

## Total General and Special Education FTEs

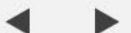
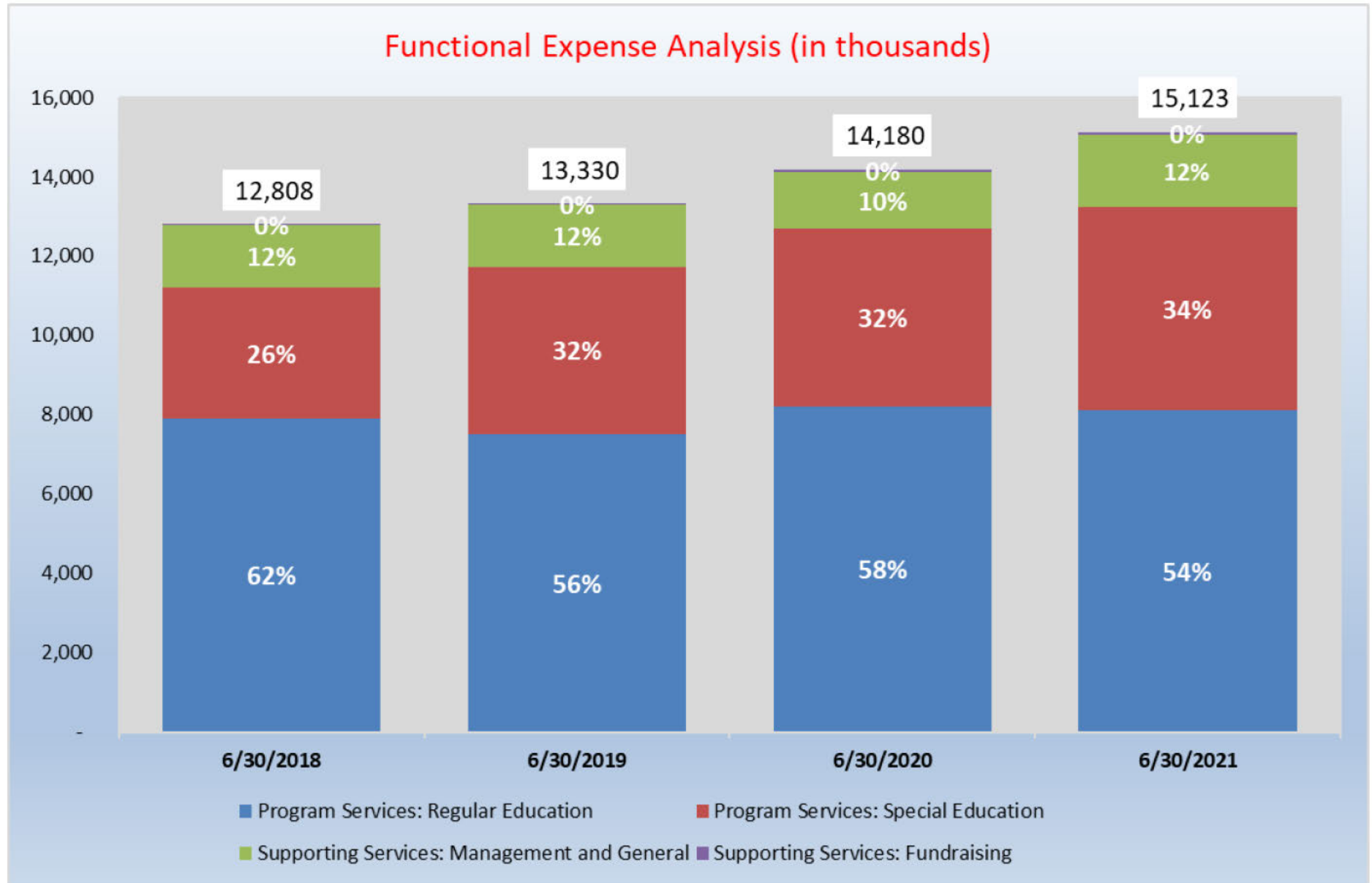


# Equality Charter School - Historical Trends

Per-Pupil Operating Revenue (in thousands)



# Equality Charter School - Historical Trends



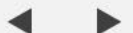


# Appendix

# Appendix A - Schedule of Adjusting Journal Entries Report

## ADJUSTED JOURNAL ENTRIES REPORT

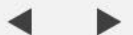
<u>Item #</u>	<u>Account Name and Adjustment Description</u>	<u>Debit</u>	<u>Credit</u>
1	To reverse PBC Entry to record in-kind rent for donated space, as amount in immaterial.		
	Contributions: In-Kind Income - Donated Space	\$ 370,949	
	Facility Expenses: In-Kind Expense - Donated Space		\$ 370,949
2	To correct error that was coded to related party, but should have been applied to School.		
	Professional Services: Expansion Planning	\$ 11,000	
	Due to/from Friends of Equality: Due From Friends of Equality		\$ 11,000




# Appendix B - Schedule of Proposed Adjusting Journal Entries Report

## PROPOSED ADJUSTED JOURNAL ENTRIES REPORT

<u>Item #</u>	<u>Account Name and Adjustment Description</u>	<u>Debit</u>	<u>Credit</u>
1	PAJE for fair value of donated space received by the School from the NYC DOE.		
	In-Kind Rent - Donated Space from NYC DOE	\$ 198,000	
	In-Kind Revenue - Donated Space from NYC DOE		\$ 198,000





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# EQUALITY

BDO USA, LLP

600 Third Avenue, 3<sup>rd</sup> Floor

New York, NY 10016

10/26/2021

Ladies and gentlemen:

We are providing this letter in connection with your audit of the financial statements of Equality Charter School (the “School”), which comprise the statement of financial position as of June 30, 2021 and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, and cash flows of the School in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the preparation and fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with accounting principles generally accepted in the United States of America.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of the date of this representation letter, as entered on the first page, the following representations made to you during your audit:

- (1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 16, 2021, for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America.

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Middle School  
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Bronx, NY 10475





- (2) We have fulfilled our responsibility, as set out in the terms of the aforementioned audit engagement letter, for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
  
- (3) The financial statements include all assets and liabilities under the entity's control.
  
- (4) We have made available to you:
  - (a) All financial records, and related data and federal awards (including amendments, if any, and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities), including the names of all related parties and all relationships and transactions with related parties, as agreed upon in the terms of the aforementioned audit engagement letter.
  
  - (b) All additional information that you have requested from us for the purpose of the audit.
  
  - (c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
  
  - (d) Minutes of the meetings of directors and committees of directors that were held from July 1, 2020 to the date of this letter, or summaries of actions of recent meetings for which minutes have not yet been prepared.
  
- (5) There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in financial reporting practices.



# EQUALITY

- (6) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or schedule of expenditures of federal awards (SEFA). The financial statement misstatements relating to accounts and disclosures identified and discussed with us in the course of the audit that are included in the attached schedule of corrected misstatements, which we have initialed and dated, have been corrected. We have evaluated the propriety of the corrected misstatements based on a review of both the applicable authoritative literature and the underlying supporting evidence from our files and confirm our responsibility for the decision to correct them.
- (7) The financial statement misstatements relating to accounts and disclosures identified and discussed with us in the course of the audit that are listed immediately below have not been corrected. In our opinion, the effects of not correcting such identified financial statement misstatements are, both individually and in the aggregate, immaterial to the financial statements of the School taken as a whole.



## Proposed Adjusting Journal Entries

Item #	Account Name and Adjustment Description	Debit	Credit	Profit/(Loss) Impact
1	Proposed and unrecorded adjustment to record the in-kind revenue and expense for the fair value of donated space received from the NYC DOE.			
	In-Kind Rent - Donated Space	\$198,000		
	In-Kind Revenue - Donated Space		\$198,000	\$0

### Description of Proposed Adjusting Journal Entries

The School used a reasonable valuation model to calculate the fair value of donated space received from the DOE. The calculated value resulted in an immaterial amount and, therefore was not recorded in the financial statements.



# EQUALITY

- (8) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud or noncompliance. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud or noncompliance. We have no knowledge of any:
- (a) Fraud or suspected fraud involving management or involving employees who have significant roles in internal control, whether or not perceived to have a material effect on the financial statements.
  - (b) Fraud or suspected fraud involving others where the fraud could have a material effect on the financial statements.
  - (c) Allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, regulatory agencies, grantors, law firms, predecessor accounting firms, or others.
  - (d) Instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse, whose effects, both quantitatively and qualitatively, should be considered when preparing the financial statements.
- (9) We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
- (10) The following, where applicable and material, have been properly recorded or disclosed in the financial statements:
- (a) The identity of all related parties and all related party relationships and transactions of which we are aware (e.g., transactions with unconsolidated subsidiaries; affiliates under common control with the entity or that are directly or indirectly controlled by the entity; directors, management, and members of their immediate families), including sales, purchases, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.

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- (b) Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements.
- (c) All derivative instruments and any embedded derivative instruments that require bifurcation, in accordance with FASB ASC 815, *Derivatives and Hedging*.
- (d) Guarantees, whether written or oral, under which the School is contingently liable.
- (e) Significant estimates and material concentrations known to management that are required to be disclosed in accordance with FASB ASC 275-10, *Risk and Uncertainties - Overall*. In that regard, all accounting estimates that could be material to the financial statements, including key factors and significant assumptions underlying those estimates, have been identified, and we believe the estimates are reasonable in the circumstances. The methods, significant assumptions, and the data used in making the accounting estimates and the related disclosures are appropriate to achieve recognition, measurement, and disclosure that is in accordance with accounting principles generally accepted in the United States of America.
- (f) The effects of all known actual or possible litigation, claims, and other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB ASC 450, *Contingencies*, including:
  - Pending or anticipated tax assessments or refunds, other potential or pending claims, lawsuits by or against any branch of government or others;
  - Written or oral guarantees, endorsements, or unused letters of credit;
  - Unusual warranties or guarantees; or

- Labor claims or negotiations.

FASB ASC 450-20, *Loss Contingencies*, requires loss contingencies to be accrued if it is probable an asset has been impaired or a liability incurred at the statement of financial position date and the amount of loss can be reasonably estimated. Such contingencies must be disclosed, but may not be accrued, if the loss is reasonably possible (but not probable) or the loss is probable but the amount of loss cannot be reasonably estimated.

(g) Commitments, such as:

- Major fixed asset purchase agreements;
- More-than-one-year employment arrangements or contracts with suppliers or customers, or one-year-or-longer term leases;
- Deferred compensation, bonuses, pension and profit-sharing plans, or severance pay; or
- Pending sale or merger of all or a portion of the business or of an interest therein or acquisition of all or a portion of the business, assets or securities of another entity;

(h) Joint ventures or other participations, the detailed transactions of which are not carried on our books.

(i) Foreign currency transaction gains or losses, as well as translation of foreign currency financial statements.

(11) There are no:

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- (a) Violations or possible violations of laws or regulations and provisions of contracts and grant agreements (including the failure to file reports required by regulatory bodies (e.g., EPA, OCC, FDIC, DOL, Medicare, U.S. Customs Service, HIPAA, IRS, Dept. of Commerce, state and municipal authorities) when the effects of failing to file could be material to the financial statements) whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.
  - (b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with FASB ASC 450.
  - (c) Side agreements or other arrangements (either written or oral) that have not been disclosed to you.
  - (d) Designation of net assets disclosed to you that were not properly authorized and approved, or reclassifications of net assets that have not been properly reflected in the financial statements.
- (12) Receivables recorded in the financial statements represent valid claims against debtors or grantors for sales, contributions, pledges, or other charges arising on or before the statement of financial position date and have been appropriately reduced to their estimated net realizable value.
- (13) During the fiscal year ended June 30, 2021, the NYCDOE owed the School Per Pupil, Title I, Title II, Title IV, ESSER, and CSP grant funds totaling \$848,760.
- (14) With regard to items reported at fair value: (a) the underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action, (b) the measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied, (c) the disclosures related to fair values are complete, adequate, and in conformity with U.S. GAAP and (d) there are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.

- (15) The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
  
- (16) We have complied with all aspects of grant agreements and other contractual agreements, including debt covenants, that would have a material effect on the financial statements in the event of noncompliance.
  
- (17) No discussions have taken place with your firm's personnel regarding employment with Equality Charter School.
  
- (18) Equality Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code as evidenced by determination letter dated June 30, 2011. Any activities of which we are aware that would jeopardize our tax-exempt status, all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
  
- (19) We have complied with all restrictions on resources, including donor restrictions, and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
  
- (20) There were no net assets with donor restrictions of the School at June 30, 2021.
  
- (21) The basis used for the allocation of functional expenses is reasonable and is in compliance with the provisions of ASU 2016-14.
  
- (22) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.





- (23) As part of your audit, you assisted with the preparation of the financial statements and related notes and the schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for the financial statements and related notes and schedule of expenditures of federal awards.
- (24) We are responsible for compliance with laws, regulations, and provisions of contracts and grant agreements applicable to us and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- (25) We have provided views on your reported findings, conclusions, and recommendations. We are responsible for taking corrective action on audit findings and we are responsible for preparing and implementing a corrective action plan for each audit finding.
- (26) We have a process to track the status of audit findings and recommendations.
- (27) With respect to federal award programs:
- (a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as applicable.



- (b) We have, in accordance with the Uniform Guidance, identified and disclosed to you, in the schedule of expenditures of federal awards (SEFA), expenditures made during the audit period for all government programs and related activities provided by federal agencies in the form of federal awards, grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
  
- (c) We acknowledge our responsibility for the preparation of the SEFA and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period, and we have outlined any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
  
- (d) We have notified you of federal awards and funding increments that were received for awards received before December 26, 2014, and differentiated those awards from awards received on or after December 26, 2014, and subject to the audit requirements of the Uniform Guidance.
  
- (e) We will include the auditor's report on the SEFA in any document that contains the SEFA and that indicates you have reported on such information.
  
- (f) We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.



- (g) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended. Also, subsequent to the date of the auditor's report as of which compliance was audited, no changes have occurred in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and material weaknesses in internal control over compliance as reported in the schedule of findings and questioned costs.
  
- (h) We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
  
- (i) We have received no requests from a federal agency to audit one or more specific programs as a major program.
  
- (j) We have complied, in all material respects, with the direct and material compliance requirements (except for noncompliance disclosed to you), including, when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards, or confirmed that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards. We also know of no instances of noncompliance occurring subsequent to the end of the period audited.
  
- (k) We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.



- (l) Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance [and OMB Circular A-122, “*Cost Principles for Nonprofit Organizations*,” and Subpart C, “*Cost Sharing and Matching*,” of OMB Circular A110, “*Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations*”, if applicable].
- (m) We have disclosed to you our interpretations of compliance requirements that are subject to varying interpretations, if any.
- (n) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- (o) We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.
- (p) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared and are prepared on a basis consistent with the schedule of expenditures of federal awards.
- (q) The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- (r) We have charged costs to federal awards in accordance with applicable cost principles.
- (s) We are responsible for, and have accurately completed, the appropriate sections of the Data Collection Form as required by the Uniform Guidance. The final version of the applicable audit reporting package, which includes your signed auditor’s reports, that we will submit to the



Federal Audit Clearinghouse (FAC) will be identical to the final version of such documents that you provided to us.

- (t) We have identified and disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, internal or external monitoring, and other studies directly related to the audit objectives of the compliance audit, including findings received and corrective actions taken from the end of the audit period covered by the compliance audit report to the date of the auditor's report.
  
- (u) We have provided views on your reported findings, conclusions, and recommendations. We are responsible for taking corrective action on audit findings and we are responsible for preparing and implementing a corrective action plan for each audit finding that meets the requirements of the Uniform Guidance.
  
- (v) We are responsible for, and have accurately prepared, the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
  
- (w) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
  
- (x) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.



- (y) As part of your audit, you assisted with the preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably with senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
- (28) There have been no known or suspected breaches of sensitive information (e.g., personnel files) caused by cyber-attack or other means, or other cybersecurity incidents, where the breach or other incidents could have a material effect on the financial statements.
- (29) In connection with any electronic presentation of the financial statements and your audit report thereon on our web site, we acknowledge that:
- We are responsible for the preparation, presentation, and content of the financial statements in the electronic format.
  - If your audit report is presented on our web site, the full financial statements upon which you reported and to which you appended your signed report will be presented.
  - We will clearly indicate in the electronic presentation on our web site the financial information that is subject to your audit report. We will clearly differentiate any information that may also be presented by us on or in connection with our web site that was contained in the published version of the financial statements and other supplementary information, but which is not part of the audited financial statements or other financial information covered by your audit report.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support effective decision-making.

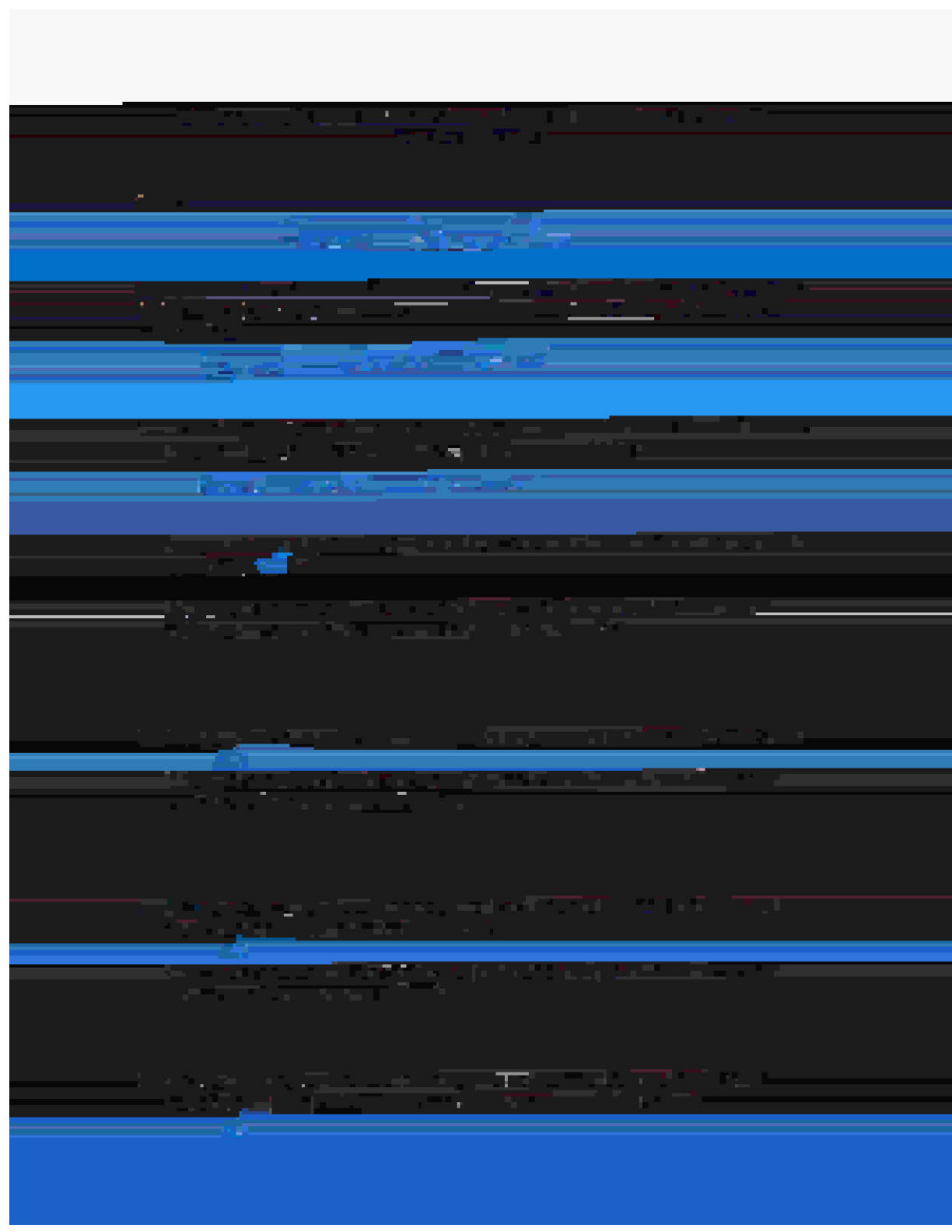
### 3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern tools and software can streamline data collection and processing, leading to more efficient and accurate results.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure the integrity and confidentiality of the organization's data.

5. The fifth part of the document discusses the importance of data governance and the role of leadership in establishing a strong data management framework. It emphasizes the need for clear policies, procedures, and roles to ensure the effective use of data across the organization.

6. The sixth part of the document explores the future of data management and the impact of emerging technologies like artificial intelligence and machine learning. It discusses how these technologies can revolutionize data analysis and provide deeper insights into organizational performance.

7. The seventh part of the document provides a summary of the key findings and recommendations. It reiterates the importance of a data-driven approach and the need for continuous improvement in data management practices.





# THE HISTORY OF THE UNITED STATES

The history of the United States is a complex and multifaceted story that spans centuries. It begins with the early Native American civilizations, such as the Mayans, Aztecs, and Incas, who built sophisticated societies in the Americas. The arrival of European explorers in the late 15th century marked the beginning of a new era, as they sought to establish trade routes and colonies. The United States was founded in 1776, and its early years were characterized by a struggle for independence and the development of a unique political system. The American Revolution, the Civil War, and the Reconstruction period were pivotal moments in the nation's history, shaping its identity and values. The 20th century saw the United States emerge as a global superpower, leading the world in technological innovation and international relations. Today, the United States continues to play a significant role in the world, facing new challenges and opportunities.

The United States has a rich and diverse cultural heritage, with contributions from many different ethnicities and backgrounds. This diversity has shaped the nation's identity and values, and it continues to be a source of strength and innovation. The American dream, the idea that anyone can achieve success through hard work and determination, is a central theme in the nation's history and culture. The United States has also been a leader in the fields of science, technology, and the arts, and it has played a significant role in the development of the modern world.

The history of the United States is a story of resilience and progress. It is a story of a nation that has overcome many challenges and has emerged as a global leader. The United States has a long and proud history, and it continues to be a source of inspiration and hope for people around the world. The American dream, the idea that anyone can achieve success through hard work and determination, is a central theme in the nation's history and culture. The United States has also been a leader in the fields of science, technology, and the arts, and it has played a significant role in the development of the modern world.

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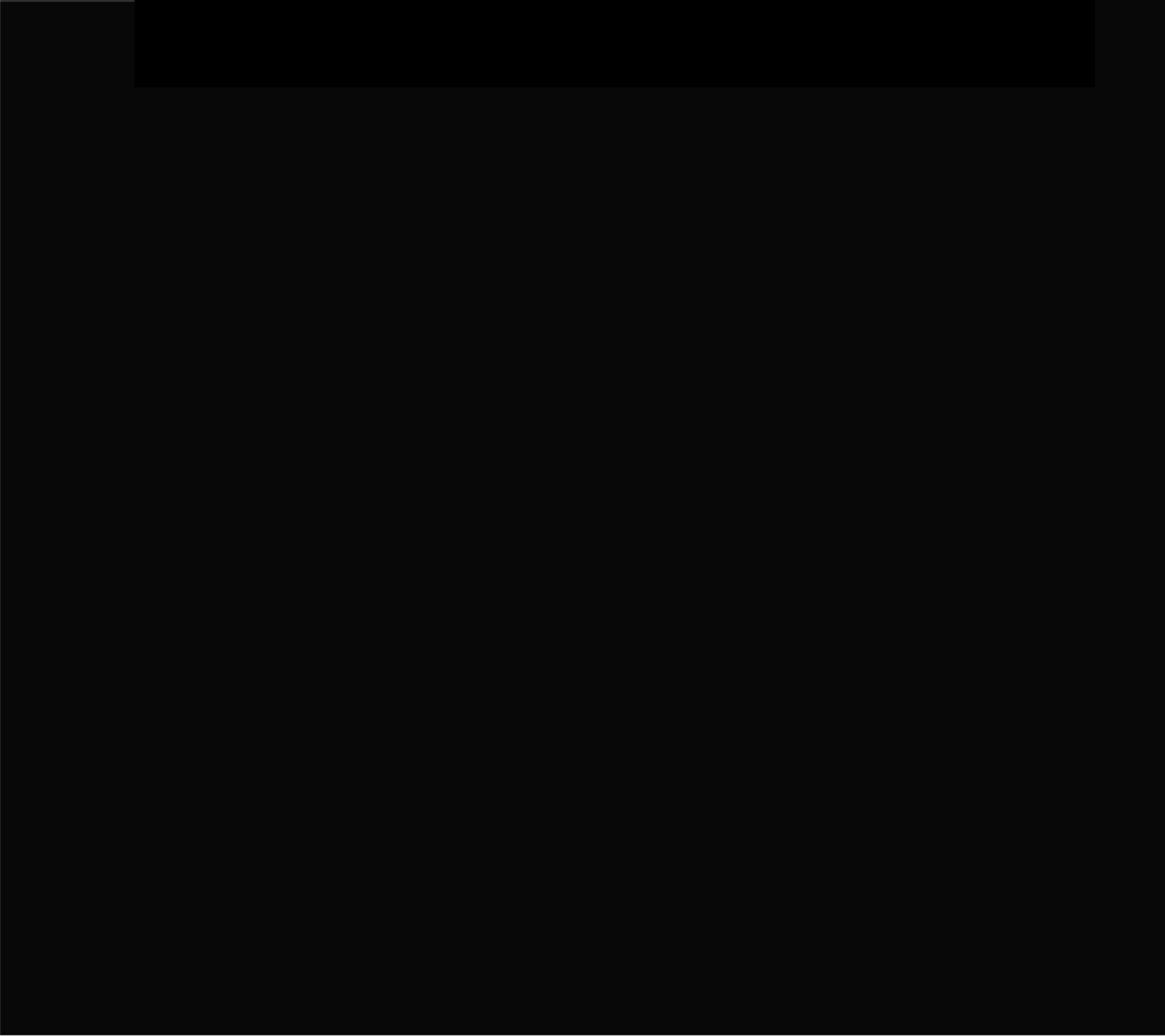
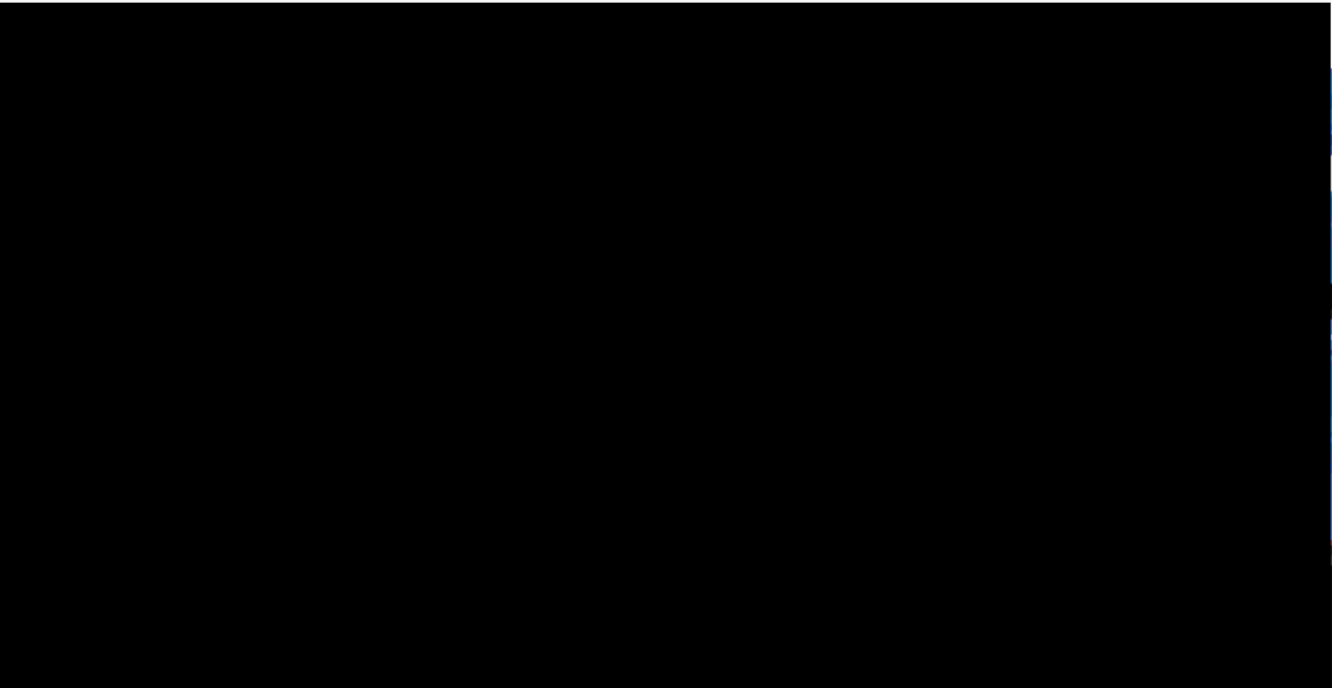
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**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name: *Ecl Hubbard*

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

---

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

*Board Chair 2013 to present*

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

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

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

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

*- NO -*

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

*- NO -*

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

*- NO -*

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

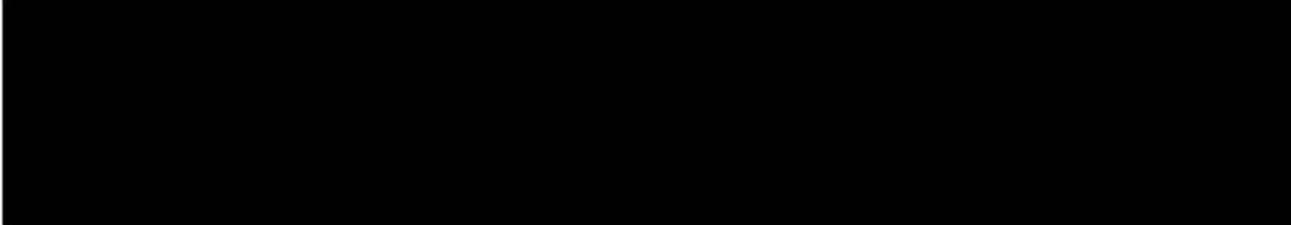
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

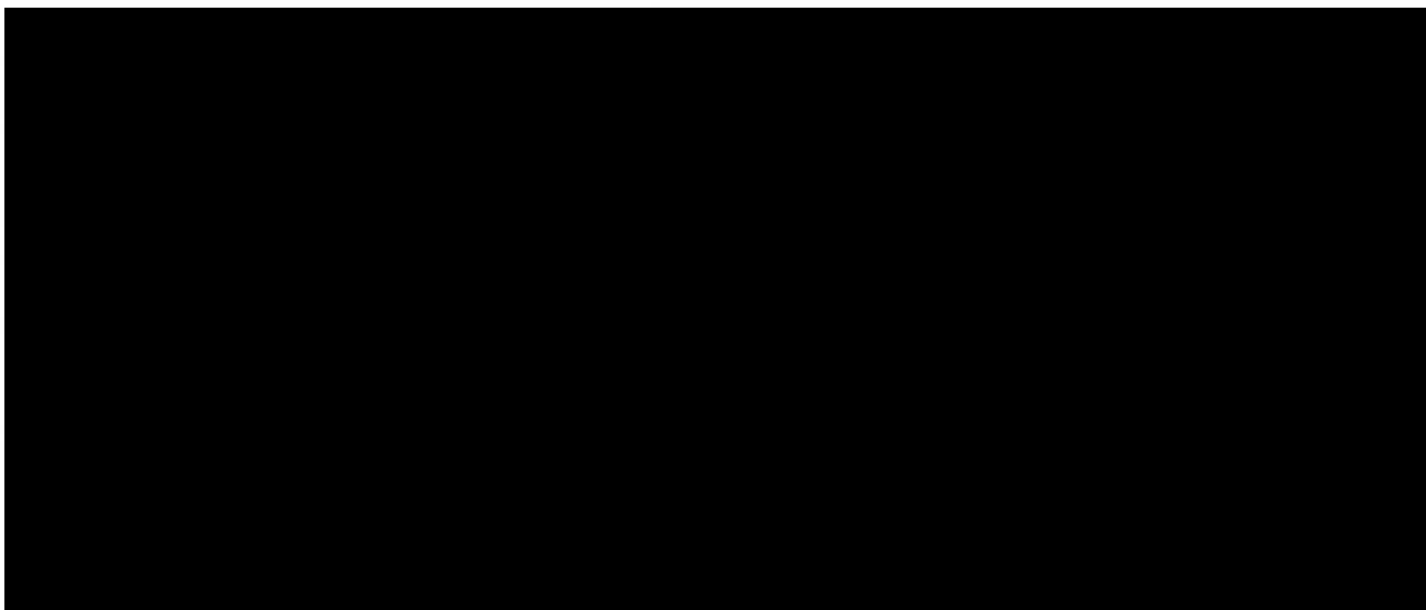
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border-top: 1px solid black; width: 20%;"></div> <div style="text-align: center;">NONE</div> <div style="border-top: 1px solid black; width: 20%;"></div> </div>				


7/21/21

Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





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

**Name: Mr. Ardian Hasko**

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

**Equality Charter School**

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

**Board Trustee, Vice Chair**

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

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

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

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

N/A

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

N/A

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

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



N/A

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No


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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	<i>NONE</i>		

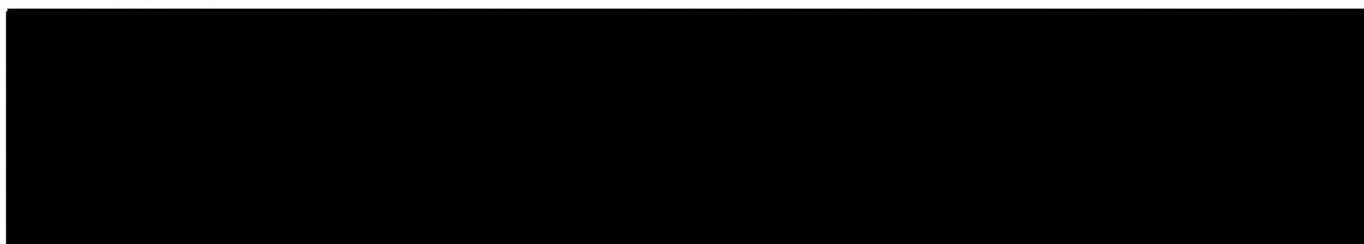
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

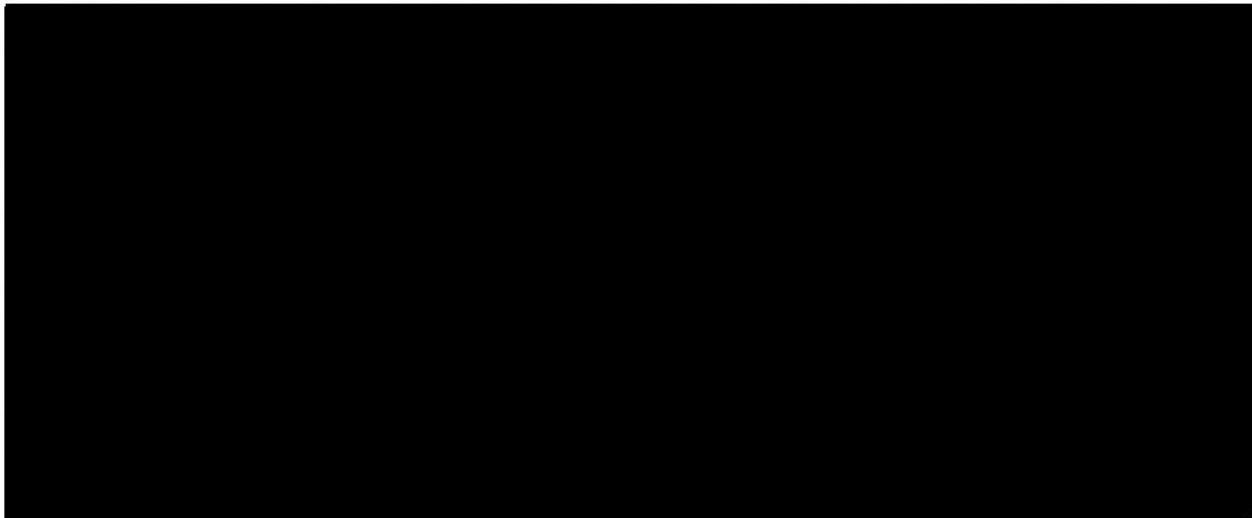
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	<i>None</i>			

Signature 

Date 7/22/2021

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

**Name: Len Gilbert**

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

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

**Secretary**

2. Are you an employee of any school operated by the education corporation?  
**Yes X No**

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

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

**No**

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

**No**

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

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

**No**

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**Yes** X **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

none	none	none	none
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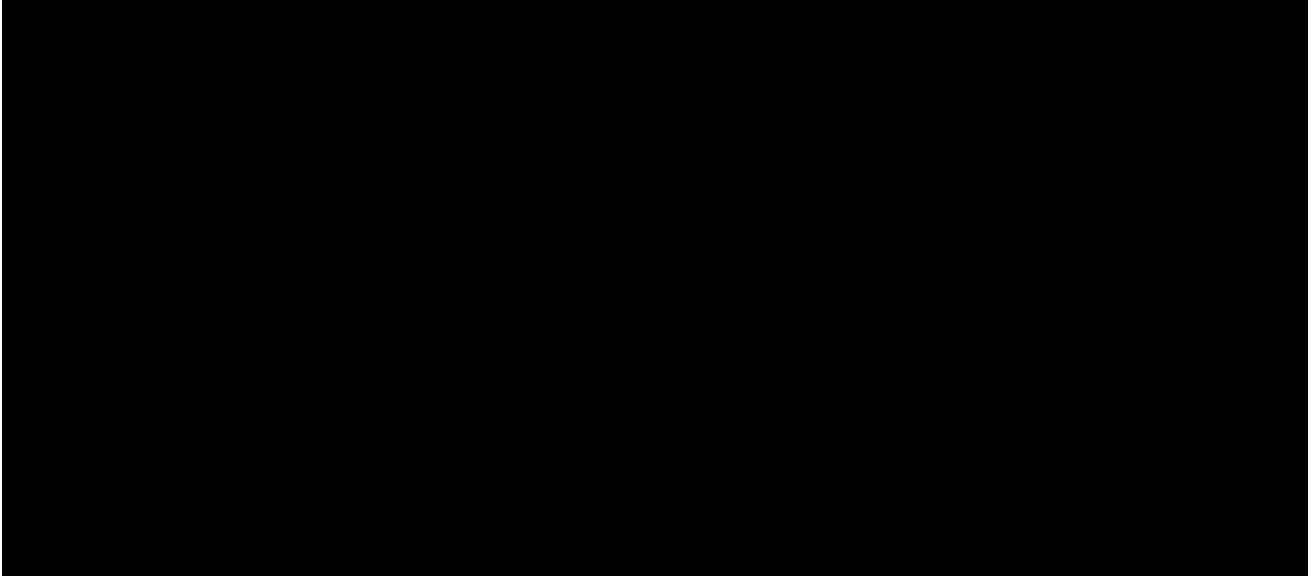
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	none	none	none	none
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Len Gilbert  
Signature

July 23, 2021  
Date

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<p style="text-align: center;"><b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b></p>
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**Name: Roberta Osorio**

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

Equality Charter School

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

Committee Chair

2. Are you an employee of any school operated by the education corporation?  
**No**

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

3. Are you related, by blood or marriage, to any person employed by the school?  
**No**

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

**No**

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



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

No

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

None			
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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “**None.**”

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>
None				

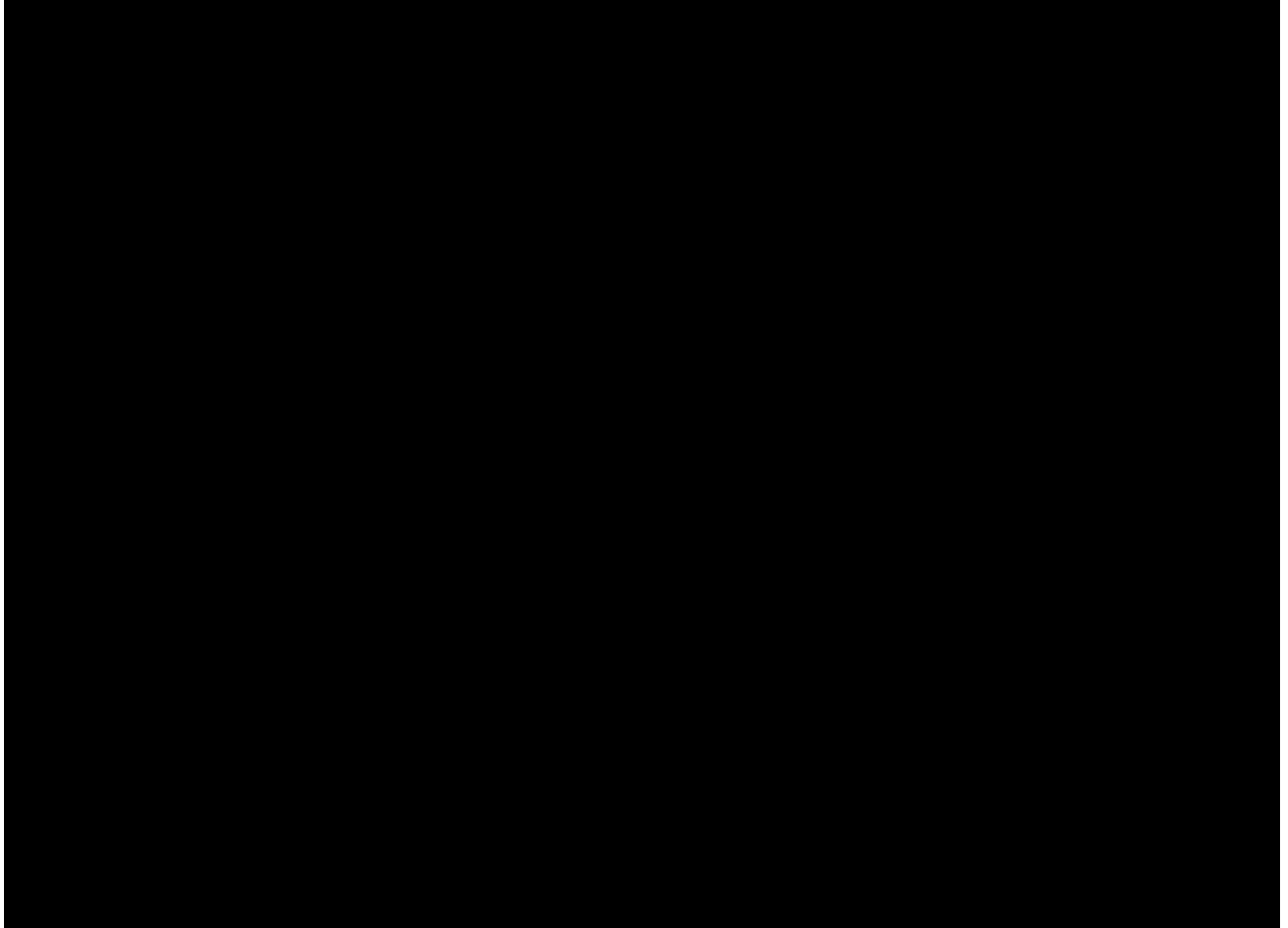
*Roberta Osorio*

July 23, 2021

Signature

Date

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

**Name:**

---

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

---

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

2. Are you an employee of any school operated by the education corporation?  
\_\_\_ **Yes** \_\_\_ **No**

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

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

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

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

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ **Yes** \_\_\_ **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

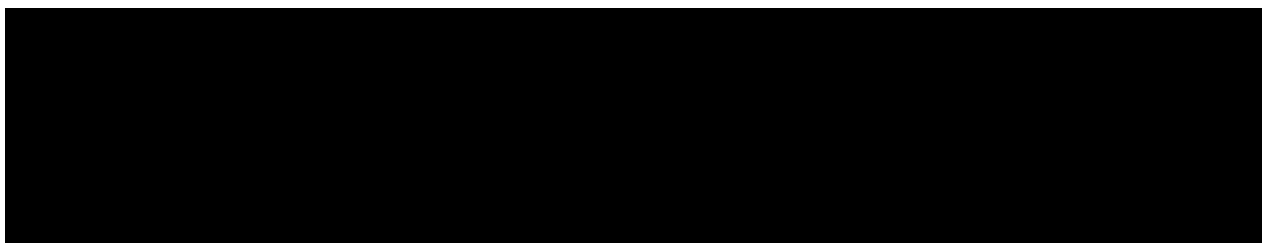
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write “None” if applicable. Do not leave this space blank.</i>				

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





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

Name:

Palak Forbes

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

Equality Charter School

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

Board member

2. Are you an employee of any school operated by the education corporation?  
     Yes  No

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

3. Are you related, by blood or marriage, to any person employed by the school? No.

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

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

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

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No.



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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

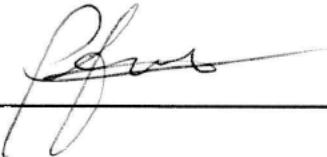
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

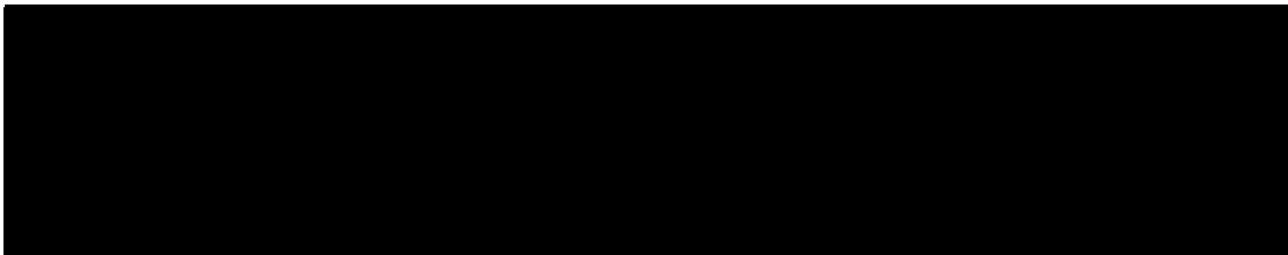
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.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

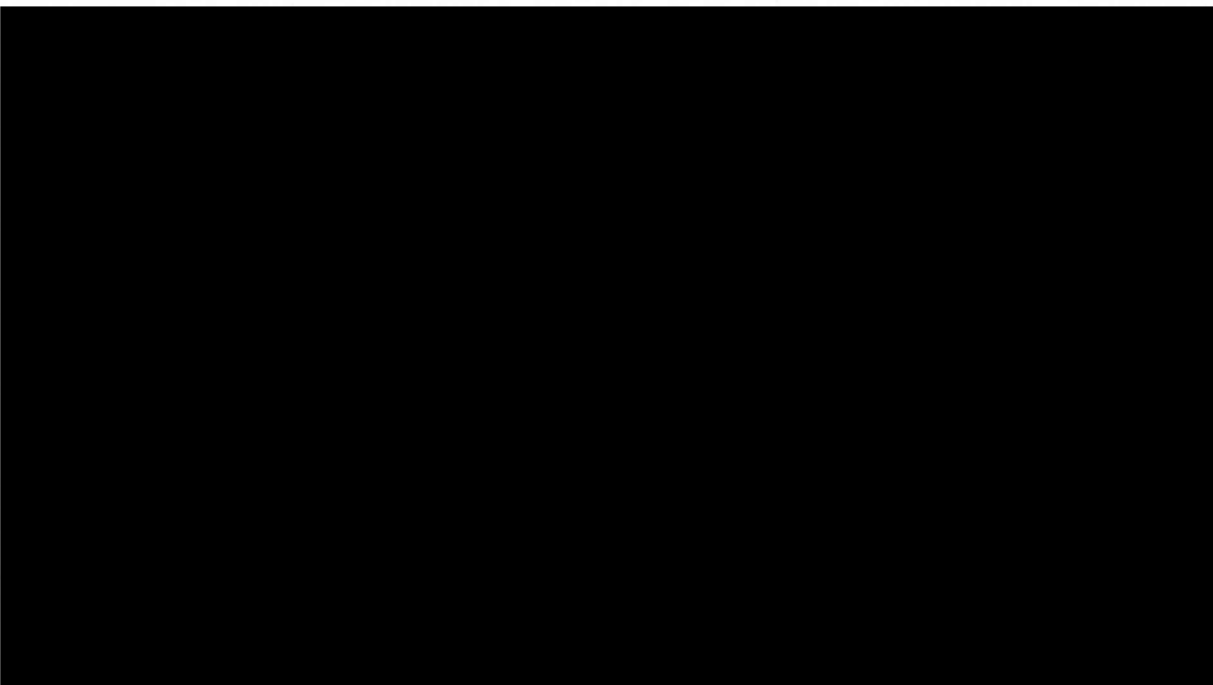
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None None</p>				

Signature  Date 7/30/21

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Steps taken to avoid conflict of interest	household holding an interest in the organization conducting business with the school(s) and the nature of the interest	business conducted	the school(s)

Please write in this space. Do not leave six space blank.

Signature: \_\_\_\_\_  
Date: 7/20/12

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: \_\_\_\_\_  
Home or Cell: 917-914-1111

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name:**

Ayisha Lee

---

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

Equality Charter School

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

Board Member

2. Are you an employee of any school operated by the education corporation?  
 **Yes**  **No**

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

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

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

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

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

Ayisha Lee

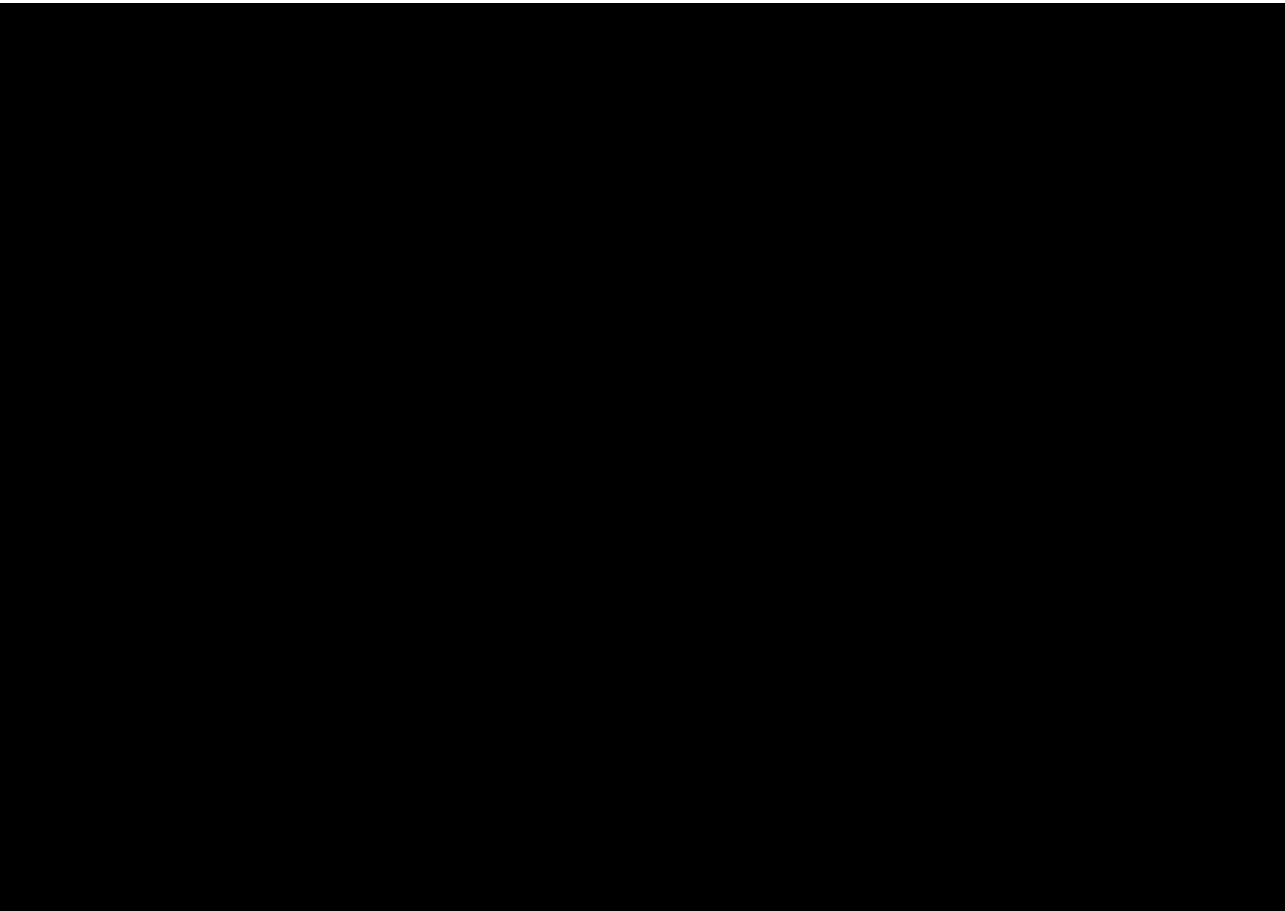
8.2.21

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

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



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

**Name:** *EDISON A. BARDOWELL*

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

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

***BOARD MEMBER***

2. Are you an employee of any school operated by the education corporation?  
 **Yes**  **No**

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

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

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

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



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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No


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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
NONE	NONE	NONE	NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

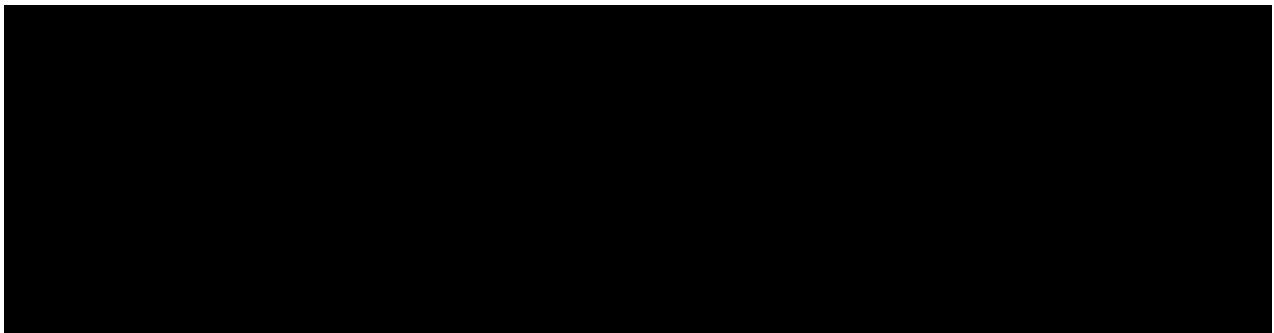
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE

  
 \_\_\_\_\_  
 Signature

08/01/2021

\_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name:**

Ben Costa

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

\_\_\_\_\_ **Equality Charter School**

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

Board Member

2. Are you an employee of any school operated by the education corporation?  
\_\_\_\_\_ **Yes** \_\_\_**X**\_\_\_ **No**

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

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

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

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

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

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

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

BEN COSTA

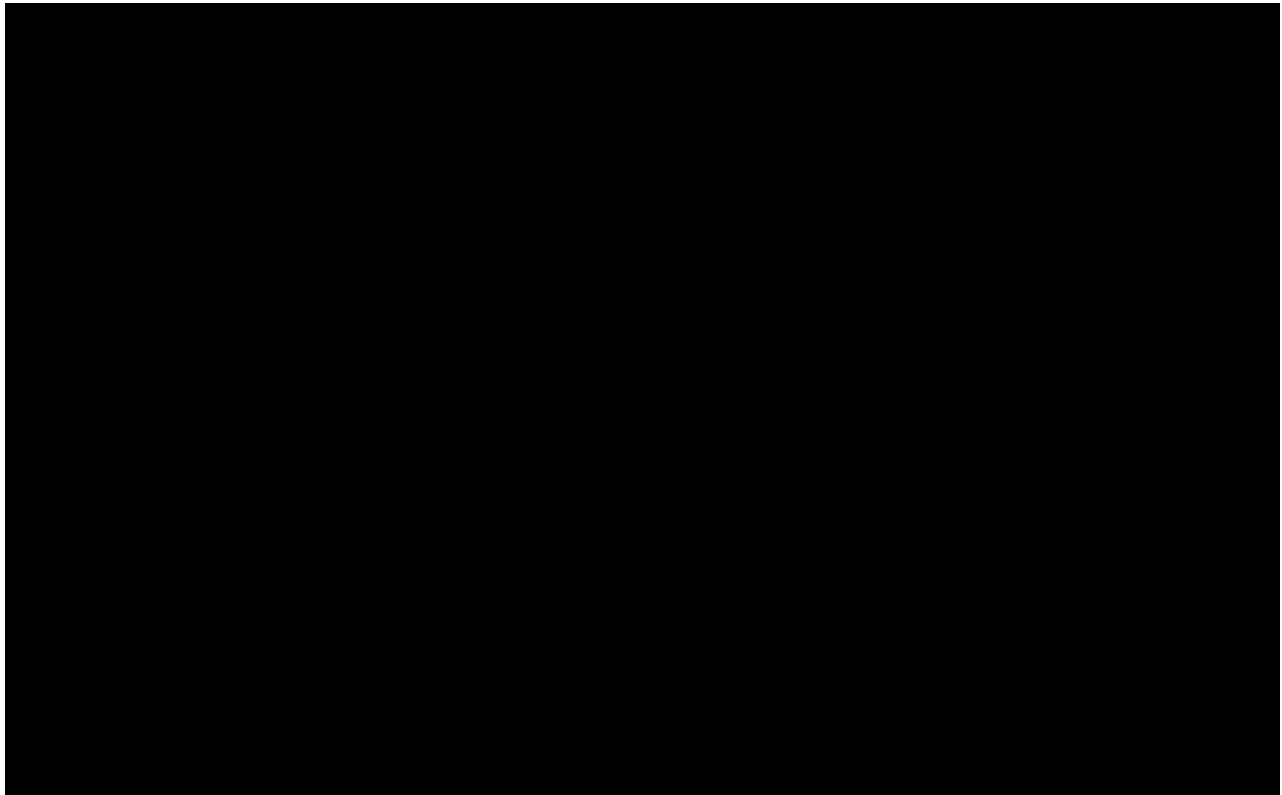
\_\_\_\_\_  
 Signature

8/2/21

\_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

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





ECS Board Meeting, May 10, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Erika King, Mr. Len Gilbert, Mr. Jim Stringfellow, Mr. Edison Bardowell, Ms. Palak Forbes, Ms. Roberta Osorio, Ms. Ayisha Lee

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts, with a focus on the virtual spring fundraiser event to be held at 7pm on May 20, 2021.

**Governance Update**

Ms. Caitlin Franco introduced Ms. Helene Rutledge, a prospective board member. Mr. Len Gilbert and Ms. Ayisha Lee described potential changes to board meeting and committee meeting structure to ensure that the board meeting is strategic and tied to the ECS Strategic Plan. We will be testing this process with the Academic Accountability committee in the coming few months. Ms. Franco also discussed the ECS org chart and how it will be adjusted in the coming years as ECS adds the elementary school.

**Finance Update**

Mr. Gabriel Park reviewed the March finance report and discussions from the April 23, 2021 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, May 21, 2021 at 8am.

**Academic Accountability Update**

Ms. Jocelyn Kelly updated the board on how the middle and high schools were measuring achievement this year given the lack of normal standardized tests and metrics. Ms. Amanda Huza discussed the middle school process for Science, Math, and Humanities, and Mr. Favrol Philemy discussed the high school process for English, Math, Science, and Social Studies.

Mr. Favrol Philemy also updated the board on expected high school graduation rates.



**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:40pm

  
\_\_\_\_\_  
Signature

6/14/21  
Date



ECS Board Meeting, March 15, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Palak Forbes, Ms. Roberta Osorio, Ms. Erica King, Ms. Ayisha Devonish, Mr. Len Gilbert, Mr. Jim Stringfellow, Mr. Ben Crosta

**Members Present (phone):** none

**Members Absent:** Mr. Edison Bardowell

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts and stakeholder engagement. We submitted a grant request via Councilman Kevin Riley for technology needs for the middle school and another via our high school Councilman, Ruben Diaz Sr. for after-school needs.

**Finance Report**

Ms. Sasha Richiez reviewed the January finance report and discussions from the February 26, 2021 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, March 26, 2021.

**Academic Accountability Update**

Ms. Caitlin Franco updated the board on how ECS is supporting staff who are getting vaccinated (not docking PTO supporting the use of FFCRA leave if there are any side effects from the vaccine.)

Ms. Jocelyn Kelly updated the board on the return of in-person education for HS scholars as of March 15, 2021. Approximately one-third of scholars have returned, all being in-person 5 days per week.

Ms. Amanda Huza discussed the middle school February break supplemental school program. 31 scholars attended and the program was considered successful and had an attendance rate of 81%.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:26pm



**EQUALITY**

4/29/21

E. B. Ford  
Signature

Date



ECS Board Meeting, June 14, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Erika King, Mr. Len Gilbert, Mr. Jim Stringfellow, Ms. Palak Forbes, Ms. Ayisha Lee

**Members Present (phone):** none

**Members Absent:** Mr. Edison Bardowell, Ms. Roberta Osorio

**Prospective Board Member:** Sue Yasav

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Real Estate Report**

Ms. Caitlin Franco updated the board that Blessed Sacrament has been chosen as our elementary school location. Term sheet signed, lease negotiations in progress, goal of signing by mid-July.

**Development Report**

Ms. Megan Benway updated the board on this month's development efforts. Virtual spring reception was a success, with 72 attendees, and ECS significantly beat the \$15K fundraising goal (over \$22K). An Alumni Day was held with five 2020 graduates sharing their experience transitioning from high school to college, particularly during the pandemic.

**Governance Report**

Ms. Caitlin Franco introduced Ms. Sue Yasav, a prospective board member. Mr. Ben Costa has resigned from the board. Looking for 2 new members to get us to 11. The next Governance meeting is on Thursday, June 17, 2021.

**Finance Update**

Ms. Sasha Richiez reviewed the April finance report and discussions from the May 21, 2021 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, June 25, 2021 at 8am.

Mr. Gabriel Park then updated the board on the upcoming year's budget and asked the board to delegate authority to the Finance Committee to approve the ECS 21-22 Academic Year budget for submission to the



NYC DOE in substantially the form presented at the June 14 Board Meeting. Any changes to the budget that are deemed by the Finance Committee to be material will be reviewed with the full board prior to approval.

Resolution:

*The Board resolves that the Finance Committee is authorized to approve the ECS 21-22 Academic Year budget for submission to the NYC DOE in substantially the form presented at the June 14, 2021 Board Meeting. Any changes to the budget that are deemed material by the Finance committee will be reviewed with full board prior to approval.*

Ms. Ayisha Lee moved to approve the resolution, with Ms. Erika King seconding. All approved, no one opposed.

**Academic Accountability Update**

Ms. Amanda Huza updated the board on how the middle school is planning to return to live, in-building instruction for the full academic year, making exceptions for families with extenuating medical circumstances. She also updated the board on the middle school summer program.

Mr. Favrol Philemy then updated the board on the high school's plans to return to live, in-building instruction for the full academic year, also making exceptions for families with extenuating medical circumstances.

Ms. Franco updated the board on current status on staff vaccinations. At this time ECS will be encouraging, but not requiring, staff to get vaccinations before the start of the '21-'22 school year.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:46pm

  
Signature

7/7/21  
Date



ECS Board Meeting, February 8, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Palak Forbes, Ms. Roberta Osorio, Ms. Erica King, Ms. Ayisha Devonish, Mr. Len Gilbert, Mr. Jim Stringfellow, Mr. Edison Bardowell

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Caitlin Franco updated the board on this month's development efforts and stakeholder engagement with Councilman Kevin Riley and Assemblymember Benedetto and plans to replace the Spring Reception, which cannot be held due to COVID-19.

**Governance Update**

Ms. Franco updated the board that there is a desire to add one additional board member so we would have 11 members rather than our current 10.

**Finance Report**

Mr. Gabriel Park reviewed the December finances and discussions from the January 22, 2021 Finance Committee meeting. He also updated the board that ECS is not eligible for the latest round of PPP loans because revenue was never down by more than 25% in any quarter in 2020 vs. 2019. Next Finance Committee meeting will be held on Friday, February 26, 2021.

**Real Estate Report**

Ms. Franco updated the board on current thoughts on real estate options for the elementary school and additional space options that are being evaluated.

**Academic Accountability Update**

Ms. Franco updated the board that Mr. Ben Costa has stepped down as Chair of the Academic Accountability committee and Ms. Roberta Osorio is now serving as interim Chair.



Ms. Jocelyn Kelly updated the board on COVID impact on the well-being of scholars and how the Social Work department is working to increase engagement and connection with scholars who may be in need of additional support. Ms. Franco discussed staff vaccinations and attempts to begin to voluntarily collect information on who has received it.

Current plans are for the MS and HS to be able to return to the building for in-person instruction in mid-March, with scholars getting 4-5 days of in-person instead of alternative day groups. ECS is finalizing its staff and scholar COVID testing policy for the return to hybrid.

Ms. Kelly updated the board on plans underway to address the potential academic slide coming as a result of COVID and resulting learning experience changes. Current focus is on Math and Disengaged Scholars (chronically absent).

Ms. Amanda Huza covered COVID remediation plans in the middle school, including February Break, April Break, and Summer School offerings, and a potential for in-person Saturday School if the logistics can be adequately addressed.

Mr. Favrol Philemy covered remediation plans for the high school, including moving to 5-days in-person for students who choose it, as well as Spring Break, Summer, and Saturday School options.

Ms. Kelly also reported that ECS was rated "In Good Standing" for all aspects of The Board of Regents 2019-2020 annual report card.

**Executive Session**

Board then convened an executive session.

**Public Session**

Board then convened in public session.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 8:35pm

  
Signature

4/22/21  
Date



ECS Board Meeting, April 12, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Erika King, Mr. Len Gilbert, Mr. Jim Stringfellow, Mr. Ben Crosta, Mr. Edison Bardowell

**Members Present (phone):** none

**Members Absent:** Ms. Palak Forbes, Ms. Roberta Osorio, Ms. Ayisha Devonish

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Real Estate Update**

Ms. Caitlin Franco updated the board on the term sheet negotiation for Blessed Sacrament (1170 Beach Ave., The Bronx, NY 10472).

The Finance Committee reviewed the initial financial projections and a resolution was called for to allow the Real Estate Committee to negotiate the lease on behalf of the board.

*Resolution:*

*The Board resolves that the Real Estate Committee is authorized to negotiate the lease for Blessed Sacrament on behalf of Equality Charter School, with execution of the lease to be approved by the full board.*

Mr. Edison Bardowell moved to approve the resolution, with Mr. Ben Crosta seconding. All approved, no one opposed.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts, including the successful securing of a grant from the Brown Rudnick charitable foundation, as well as the scheduling of the virtual spring fundraiser event to be held at 7pm on May 20, 2021.

**Finance Report**

Mr. Gabriel Park reviewed the February finance report and discussions from the March 26, 2021 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, April 23, 2021.



**Academic Accountability Update**

Ms. Amanda Huza discussed updates for the middle school state exams. She does not expect any scholars to opt in for in-person taking of the state exams (any remote learning scholars are not required to come in and test). Ms. Huza and Ms. Joclyn Kelly also discussed how ECS is evaluating scholar progress given the dearth of standardized tests due to COVID restrictions. The middle school remained open throughout March and approximately 14 promotion-in-doubt scholars who are in jeopardy of being retained will be brought back to the building beginning the week of April 19, 2021.

Mr. Favrol Philemy updated the board on high school state exams and graduation requirements. Regents exams will not be required by the state this year and, therefore, are not being required by ECS.

Ms. Kelly updated the board that the Q&A webinar about the COVID vaccine has been tentatively set for April 21, 2021.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:29pm

  
\_\_\_\_\_  
Signature

4/29/21  
Date



ECS Board Meeting, February 8, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Ms. Palak Forbes, Ms. Roberta Osorio, Ms. Erica King, Ms. Ayisha Devonish, Mr. Len Gilbert, Mr. Jim Stringfellow, Mr. Edison Bardowell

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Caitlin Franco updated the board on this month's development efforts and stakeholder engagement with Councilman Kevin Riley and Assemblymember Benedetto and plans to replace the Spring Reception, which cannot be held due to COVID-19.

**Governance Update**

Ms. Franco updated the board that there is a desire to add one additional board member so we would have 11 members rather than our current 10.

**Finance Report**

Mr. Gabriel Park reviewed the December finances and discussions from the January 22, 2021 Finance Committee meeting. He also updated the board that ECS is not eligible for the latest round of PPP loans because revenue was never down by more than 25% in any quarter in 2020 vs. 2019. Next Finance Committee meeting will be held on Friday, February 26, 2021.

**Real Estate Report**

Ms. Franco updated the board on current thoughts on real estate options for the elementary school and additional space options that are being evaluated.

**Academic Accountability Update**

Ms. Franco updated the board that Mr. Ben Costa has stepped down as Chair of the Academic Accountability committee and Ms. Roberta Osorio is now serving as interim Chair.



Ms. Jocelyn Kelly updated the board on COVID impact on the well-being of scholars and how the Social Work department is working to increase engagement and connection with scholars who may be in need of additional support. Ms. Franco discussed staff vaccinations and attempts to begin to voluntarily collect information on who has received it.

Current plans are for the MS and HS to be able to return to the building for in-person instruction in mid-March, with scholars getting 4-5 days of in-person instead of alternative day groups. ECS is finalizing its staff and scholar COVID testing policy for the return to hybrid.

Ms. Kelly updated the board on plans underway to address the potential academic slide coming as a result of COVID and resulting learning experience changes. Current focus is on Math and Disengaged Scholars (chronically absent).

Ms. Amanda Huza covered COVID remediation plans in the middle school, including February Break, April Break, and Summer School offerings, and a potential for in-person Saturday School if the logistics can be adequately addressed.

Mr. Favrol Philemy covered remediation plans for the high school, including moving to 5-days in-person for students who choose it, as well as Spring Break, Summer, and Saturday School options.

Ms. Kelly also reported that ECS was rated "In Good Standing" for all aspects of The Board of Regents 2019-2020 annual report card.

**Executive Session**

Board then convened an executive session.

**Public Session**

Board then convened in public session.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 8:35pm

  
Signature

4/22/21  
Date



ECS Board Meeting, January 11, 2021

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Ardian Hasko, Mr. Jim Stringfellow, Ms. Palak Forbes, Ms. Ayisha Devonish, Ms. Roberta Osorio, Ms. Erica King, Mr. Len Gilbert

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa, Mr. Edison Bardowell

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### **Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

### **Development Update**

Ms. Megan Benway updated the board on this month's development efforts. ECS is working with PlanetFab to complete this year's Annual Portfolio and on grants for FY 2022 discretionary funding. One of our alumni from our inaugural graduating class will be contributing to our Friends of Equality scholarship fund for 2021. Ms. Donyella Ramsey, parent PTA liaison to the ECS board, updated the board on parental involvement. The MS and HS PTA bodies were merged to encourage more involvement and the November event was attended by nearly 50 parents, the largest turnout to-date. A parent's workshop, Help at Home, is being offered on Thursday, January 14<sup>th</sup>.

### **Finance Report**

Ms. Gabriel Park, Finance Manager, reviewed the November finances and discussions from the December 18, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, January 22, 2021.

### **Real Estate Report**

Ms. Caitlin Franco updated the board on current thoughts on real estate options for the elementary school and the decision to stop pursuing 2443 Poplar at this point. Additional locations are currently being evaluated.

### **Academic Accountability Update**

Ms. Franco updated the board on COVID-related information. She recommended staying fully remote through 3/15 rather than the 2/1 date currently planned. Recent parental surveys at the middle school and high school show that a majority of families would prefer that their children stay fully remote at this time. The board endorsed the recommendation to stay fully remote until 3/15.

**Executive Session**

Board then convened an executive session.


**Public Session**

Board then convened in public session.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 8:20pm

  
Signature \_\_\_\_\_ Date 2/5/21

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ECS Board Meeting, November 16, 2020

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Len Gilbert, Mr. Ardian Hasko, Mr. Jim Stringfellow, Ms. Erica King, Ms. Roberta Osorio, Ms. Palak Forbes, Mr. Ben Costa, Ms. Ayisha Devonish, Mr. Edison Bardowell

**Members Present (phone):** none

**Members Absent:** none

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts. ECS received notification a \$20,000 grant from Hyde & Watson. Ms. Benway also shared an update on the upcoming kickoff to the annual appeal. Goal is to raise \$15,000.

**Finance Report**

Mr. Gabriel Park, CFO, reviewed the September finances and discussions from the October 23, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, November 20, 2020.

**Governance Update**

Ms. Benway updated the board on a new requirement for a revised application for the CARES Act. A resolution was called for to allow Mr. Park to sign instead of Ms. Caitlin Franco, who is out on maternity leave.

*Resolution:*

*The Board resolves that Gabriel B. Park, CFO, is authorized to sign grant applications and funding requests related to Federal, State and local grants, including funding opportunities under Title I, II, III, IV and the CARES act, on behalf of Equality Charter School.*

Mr. Stringfellow moved to approve the resolution, with Mr. Hasko seconding. All approved, no one opposed.

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**Academic Accountability Update**

Ms. Amanda Huza updated the board on the Middle School hybrid program, which launched on November 9th. 59 scholars started (from 6<sup>th</sup> and 7<sup>th</sup> grade), dropping to 52 this week. 8<sup>th</sup> grade is slotted to begin on Monday, December 14th. Mr. Favrol Philemy updated the board on the High School hybrid program, which launched on October 19<sup>th</sup>.

Ms. Jocelyn Kelly updated the board on recent racial equity efforts, focused on staff training, voluntary participation groups, and MTSS leaders working on integrating the overlap between research-based racial equity best practices and MTSS practices in their program's language and communications.

**Executive Session**

Board then convened an executive session.

**Public Session**

Board then convened in public session.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:53pm

  
Signature \_\_\_\_\_ Date 11/30/20



ECS Board Meeting, December 14, 2020

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Len Gilbert, Mr. Ardian Hasko, Mr. Jim Stringfellow, Ms. Erica King, Ms. Roberta Osorio, Mr. Ben Costa, Ms. Palak Forbes, Mr. Edison Bardowell

**Members Present (phone):** none

**Members Absent:** Ms. Ayisha Devonish

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts. The \$15,000 Annual Appeal goal was reached and, for the first time, an alumnus of ECS donated.

**Governance Update**

Ms. Benway updated the board on the middle school safety plan, to be publicly posted on the ECS website, developed per DOE format and requirements. A resolution was called for to approve the plan.

*Resolution:*

*The Board resolved to approve the district-wide school safety plan, per DOE format and requirements.*

Mr. Aridian Hasko moved to approve the resolution, with Mr. Edison Bardowell seconding. All approved, no one opposed.

**Finance Report**

Ms. Sasha Richiez, Finance Manager, reviewed the October finances and discussions from the November 20, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, December 18, 2020.

**Real Estate Report**

Ms. Caitlin Franco updated the board on current thoughts on real estate options for the elementary school and the decision to focus on 2443 Poplar as the leading option at this point. Financial terms and risk mitigation plans are being discussed in the Real Estate Committee.



**Academic Accountability Update**

Ms. Amanda Huza updated the board on the Middle School Quarter 1 grades and pass rates for 2020 vs 2019. Passing rates were generally comparable for '20 vs. '19 with the exception of Grade 7, particularly for Humanities/ ELA, which were lower for the current school year. Additional support has been, and will be, focused on the 7<sup>th</sup> grade faculty, particularly Humanities/ ELA, in order to address the issue.

Mr. Favrol Philemy updated the board on the High School Trimester 2 pass rates for 2020 vs 2019. Pass rates for grades 11 and 12 stayed generally comparable, whereas Grades 9 and 10 have had more issues this year vs last, generally due, he believes, to the virtual learning environment. SWD did not have the same decline and it appears that the individualized support that those students have received has been beneficial so far. Additional PD around engagement in the virtual/ hybrid classroom for all teachers is being delivered, with particular focus around academic and non-academic support for 9<sup>th</sup> grade.

**Executive Session**

Board then convened an executive session.

**Public Session**

Board then convened in public session.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 7:48pm

  
Signature \_\_\_\_\_ Date 12/27/20

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ECS Board Meeting, October 19, 2020

Called to Order - 6:15pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Len Gilbert, Ms. Ayisha Devonish, Mr. Jim Stringfellow, Ms. Erica King, Ms. Roberta Osorio, Ms. Palak Forbes, Mr. Ben Costa, Mr. Ardian Hasko

**Members Present (phone):** none

**Members Absent:** Mr. Edison Bardowell

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**School Update**

Staff training last week went well. Hybrid program started on 10/19 with no reported issues.

**Development Update**

Development report was shared with the board (via the agenda). No questions were asked.

**Finance Report**

Finance report was shared with the board (via the agenda). No questions were asked.

**Governance Update**

2020-2021 Executive Director goals were shared with the board (via the agenda). No questions were asked.

**Real Estate Update**

The board was updated that it has narrowed options down to two locations and will make a recommendation to the committee in the next few weeks.

**Academic Accountability Update**

AA Committee Report-Out and Return to Building Check-in were shared (via the agenda). Ms. Amanda Huza updated the board on more specifics regarding faculty schedules and work that had been done to prevent burn-out in the hybrid environment.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned – 6:30pm

---

*E. B. Paul*

*12/13/20*

Signature

Date

ECS Board Meeting, September 14, 2020

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Len Gilbert, Mr. Ardian Hasko, Ms. Ayisha Devonish, Mr. Jim Stringfellow, Ms. Erica King, Mr. Edison Bardowell

**Board Members pending DOE approval (Zoom video):** Ms. Roberta Osorio, Ms. Palak Forbes

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa

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#### **Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

#### **Development Update**

Ms. Megan Benway updated the board on this month's development efforts. ECS received \$40K from the Sexauer Foundation, versus \$15K in previous years, earmarked for COVID-related technology needs. Hyde & Watson will be considering ECS's grant request at their 10/28/20 board meeting. Ms. Benway also shared goals, plans, and KPIs for the new ECS Alumni Network.

#### **Finance Report**

Ms. Sasha Richiez, finance manager, reviewed the July finances and discussions from the August 28, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, September 25, 2020.

#### **Governance Update**

Ms. Caitlin Franco updated the board on new and prospective board members and also on the annual board assessment survey results. Mr. Gabriel Park then updated the board on recent attrition results.

#### **Real Estate Update**

Ms. Franco reported that there are currently 2 properties being assessed, with detailed analysis being performed on each to determine if either meets ECS's specifications and needs.

#### **Academic Accountability Update**

Ms. Amanda Huza discussed 2019-2020 accomplishments and the strategic plan for the middle school for 2020-2021. Mr. Favrol Philemy did the same for the high school. Mr. Park discussed 2019-2020 attrition rates, which were the lowest yet on record. Ms. Tracee Black updated the board on enrollment goals and

accomplishments for the past year and 2020-2021 strategic plans and Ms. Benway did the same for stakeholder and alumni engagement and outreach. Ms. Jocelyn Kelly then updated the board on instructional program summaries for the middle school and high school, including the September remote and October hybrid and fully remote options, and also the most recent professional development sessions. And Ms. Franco and Mr. Park discussed accommodations made to staff looking for alternative teaching arrangements due to COVID and potential appeal processes.

**Executive Session**

Board then convened an executive session.

**Public Session**

Board then convened in public session.

*Resolution: To grant Ms. Franco a 2% cost-of-living salary adjustment, to be paid retroactively to July 1, 2020, and a bonus of 20% of current base compensation in recognition of Ms. Franco's exemplary performance for the 2019-2020 academic year (deferred per existing deferred compensation program). Mr. Hasko moved to approve the resolution, with Mr. Gilbert seconding. All approved, no one opposed.*

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned - 9:00pm

  
Signature \_\_\_\_\_ Date 11/10/20

ECS Board Meeting, July 13, 2020

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Ms. Erica King, Mr. Len Gilbert, Mr. Ardian Hasko, Mr. Jim Stringfellow, Ms. Ayisha Devonish, Mr. Edison Bardowell

**Prospective Board Members (Zoom video):** Ms. Roberta Osorio, Ms. Palak Forbes

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa

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**Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

**Development Update**

Ms. Megan Benway updated the board on this month's development efforts. ECS applied for the Robin Hood COVID-19 Emergency Relief Fund but were not awarded anything due to a very competitive applicant pool. Waiting to hear on Hyde & Watson and Sexauer applications. Virtual graduation ceremonies were held on June 25, 2020. Five graduates received FOE scholarships this year.

**Finance Report**

Ms. Caitlin Franco, ED, reviewed the May finances and discussions from the June 19, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, July 24, 2020. Ms. Franco also reviewed the positive reaction from staff to hearing that no positions were being eliminated and salaries were not being adjusted due to COVID budget concerns at this time.

**Governance Update**

Ms. Franco introduced the board to two new board candidates who attended the meeting. August governance meeting will be held on August 13, 2020. At that meeting we will discuss board and staff training delivered through the Center for Racial Justice.

**Real Estate Update**

Ms. Franco updated the board on ongoing work with Matter Real Estate as well as her desire to select KSS as the architect (top rated of the five firms that answered the RFP) for the first phase of the elementary school project. Mr. Hubbard called for a board resolution to delegate authority to Ms. Franco to finalize the contract.

- *Motion: For the board to delegate authority to the Ms. Franco to finalize the contract with KSS. Mr. Gilbert moved to approve the motion, with Mr. Hasko seconding. All approved but Mr. Edison Bardowell, who abstained, and the motion passed.*

**Academic Accountability Update**

Mr. Favrol Philemy updated the board on ECHS's graduation statistics. Overall graduation rate was 85.7%, well above district, city, and state rates, and also above ECHS 2019 rate. Mr. Philemy also updated the board on HS summer programs, and some of the challenges of teaching HS students virtually in the summer, as attendance has flagged in the early going. Ms. Amada Huza updated the board on the middle school's promotion policy and summer school plans. Ms. Jocelyn Kelly then updated the board on upcoming high-level schedule changes for the middle school for the 2020-2021 school year.


Ms. Franco updated the board on a recent survey to staff regarding their views on ECS's approach to racial equity, as well as next steps.

Ms. Franco then updated the board on back-to-school plans, including parent survey results.

**Adjournment**

There was then a motion and approval for the meeting to adjourn.

Ajourned - 8:21pm

  
\_\_\_\_\_  
Signature

8/10/20  
\_\_\_\_\_  
Date

ECS Board Meeting, August 10, 2020

Called to Order - 6:30pm

**Members Present:** No in-person participation due to COVID-19 restrictions

**Members Present (Zoom video):** Mr. Ed Hubbard, Mr. Len Gilbert, Mr. Ardian Hasko, Ms. Ayisha Devonish, Mr. Jim Stringfellow

**Prospective Board Members (Zoom video):** Ms. Sonia Narcisse

**Members Present (phone):** none

**Members Absent:** Mr. Ben Costa, Ms. Erica King, Mr. Edison Bardowell

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#### **Meeting Called to Order**

Mr. Ed Hubbard opened up the meeting and welcomed everyone.

#### **Development Update**

Ms. Megan Benway updated the board on this month's development efforts. Waiting to hear on Hyde & Watson and Sexauer applications. Meeting with Planet Fab to discuss video presentation. Development Committee to review finalized SOP for alumni on 9/3 call and share with board at September Meeting.

#### **Finance Report**

Mr. Gabriel Park, ED, reviewed the June finances and discussions from the July 24, 2020 Finance Committee meeting. Next Finance Committee meeting will be held on Friday, August 28, 2020.

#### **Governance Update**

Ms. Caitlin Franco introduced the board to a new board candidate, Ms. Sonia Narcisse, who attended the meeting. Ms. Franco also brought forward two candidates for approval for board membership.

- *Motion: For the board to vote to appoint **Ms. Palak Forbes** to the ECS board. Mr. Gilbert moved to approve the motion, with Mr. Stringfellow seconding. All approved and the motion passed unanimously.*
- *Motion: For the board to vote to appoint **Ms. Roberta Osorio** to the ECS board. Mr. Hasko moved to approve the motion, with Mr. Stringfellow seconding. All approved and the motion passed unanimously.*



Ms. Franco also updated the board on plans for her upcoming maternity leave and on upcoming training for ECS staff and board with Center for Racial Justice. Mr. Ed Hubbard then submitted the 2020-2021 board slate for approval.

- *Motion: For the board to approve the 2020-2021 ECS Board Slate. Ms. Ayisha Devonish moved to approve the motion, with Mr. Stringfellow seconding. All approved and the motion passed unanimously.*

Ms. Franco then asked for board approval for the 2020-2021 Calendar, Safety Plans, Code of Conduct, Personnel Handbook, FPP, Board Manual, and Org. Chart. Mr. Hubbard informed the board that the Governance Committee recommended approval.

- *Motion: For the board to approve all Changes to the 2020-2021 Calendar, Safety Plans, Code of Conduct, Personnel Handbook, FPP, Board Manual, and Org. Chart. Mr. Hasko moved to approve the motion, with Mr. Stringfellow seconding. All approved and the motion passed unanimously.*

#### **Real Estate Update**

Ms. Franco updated the board that a term sheet has been submitted for 1744 Williamsbridge while work continues developing plans around the other 5 properties that are under consideration.

#### **Academic Accountability Update**

Ms. Caitlin Franco updated the board on updated COVID-19 preparation and middle and high school opening plans. Ms. Amanda Huza updated the board on Middle School scholar/ parent orientation at the middle school and Mr. Favrol Philemy updated the board on High School scholar cohort progress toward graduation.

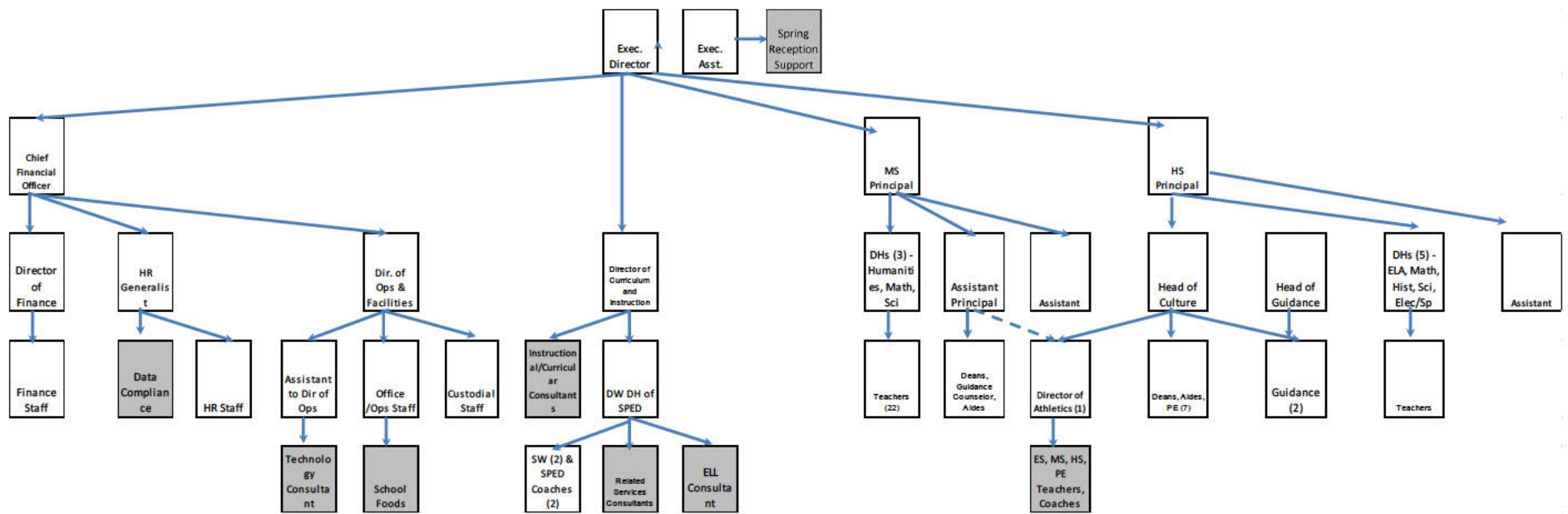
#### **Adjournment**

There was then a motion and approval for the meeting to adjourn.

Adjourned - 7:47pm

  
Signature

8/17/20  
Date



# Equality Charter School

# July 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4 Independence Day	5	6 1st Day of Summer Program	7 Summer Program in session	8 Summer Program in session	9 Summer Program in session Credit Recovery Only Edgenuity (remote)	10
11	12 Summer Program in session	13 Summer Program in session	14 Summer Program in session	15 Summer Program in session	16 Summer Program in session Credit Recovery Only Edgenuity (remote)	17
18	19 Summer Program in session	20 Summer Program in session	21 Summer Program in session	22 Summer Program in session	23 Summer Program in session Credit Recovery Only Edgenuity (remote)	24
25 Parent's Day	26 Summer Program in session	27 Summer Program in session	28 Summer Program in session	29 Summer Program in session	30 Summer Program in session Credit Recovery Only Edgenuity (remote)	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Summer Program in session	3 Summer Program in session	4 Summer Program in session	5 Last Day of Summer Program	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 New Staff Orientation	21
22	23 1st Day of August PD	24 August PD	25 August PD	26 August PD	27 August PD	28
29	30 August PD	31 August PD				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 August PD	2 August PD	3 August PD	4
5	6 Labor Day	7 Rosh Hashannah School Closed	8 Rosh Hashannah School Closed	9 Start of T1 Start of Semester 1	10 Instructional Day	11 Patriot Day
12 Grandparent's Day	13 Instructional Day	14 Instructional Day	15 Instructional Day	16 Yom Kippur School Closed	17 Instructional Day	18 Saturday Program
19	20 Instructional Day	21 Instructional Day	22 Instructional Day	23 Instructional Day	24 Instructional Day	25 Saturday Program
26	27 Instructional Day	28 Instructional Day	29 Instructional Day	30 Instructional Day		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<b>1</b> Instructional Day	<b>2</b> Saturday Program
<b>3</b>	<b>4</b> Instructional Day	<b>5</b> Instructional Day	<b>6</b> Instructional Day	<b>7</b> Instructional Day	<b>8</b> Instructional Day	<b>9</b> Saturday Program
<b>10</b>	<b>11</b> Italian Heritage Day/Indigenous People's Day School Closed	<b>12</b> Instructional Day	<b>13</b> Instructional Day	<b>14</b> Instructional Day	<b>15</b> Instructional Day End of T1	<b>16</b> Boss's Day Saturday Program
<b>17</b>	<b>18</b> Instructional Day Start of T2	<b>19</b> Instructional Day	<b>20</b> Instructional Day	<b>21</b> Instructional Day Parent Teacher Conference	<b>22</b> Instructional Day Parent Teacher Conference	<b>23</b> Saturday Program
<b>24</b> United Nations Day	<b>25</b> Instructional Day	<b>26</b> Instructional Day	<b>27</b> Instructional Day	<b>28</b> Instructional Day	<b>29</b> Instructional Day	<b>30</b> Saturday Program
<b>31</b> Halloween						

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Instructional Day	2 Staff PD Asynchronous Instruction for Scholars	3 Instructional Day	4 Instructional Day	5 Instructional Day	6 Saturday Program
7	8 Instructional Day	9 Instructional Day	10 Instructional Day	11 Veterans Day Veterans Day School Closed	12 Instructional Day	13 Saturday Program
14	15 Instructional Day	16 Instructional Day	17 Instructional Day	18 Instructional Day	19 Instructional Day	20 Saturday Program
21	22 Instructional Day	23 Instructional Day	24 Thanksgiving Recess School Closed	25 Thanksgiving Thanksgiving Recess School Closed	26 Thanksgiving Recess School Closed	27
28	29 Instructional Day	30 Instructional Day				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Instructional Day	2 Instructional Day	3 Instructional Day  <b>End of T2</b>	4 Saturday Program
5	6 Instructional Day  <b>Start of T3</b>	7 Instructional Day	8 Instructional Day	9 Instructional Day	10 Instructional Day	11 Saturday Program
12	13 Instructional Day	14 Instructional Day	15 Instructional Day	16 Instructional Day	17 Instructional Day	18 Saturday Program
19	20 Instructional Day	21 Instructional Day	22 Instructional Day	23 Instructional Day	24 Christmas Eve <b>Winter Recess School Closed</b>	25 Christmas Day
26 Kwanzaa Begins	27 <b>Winter Recess School Closed</b>	28 <b>Winter Recess School Closed</b>	29 <b>Winter Recess School Closed</b>	30 <b>Winter Recess School Closed</b>	31 New Year's Eve <b>Winter Recess School Closed</b>	



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						<b>1</b> New Year's Day Kwanzaa Ends
<b>2</b>	<b>3</b> Instructional Day	<b>4</b> Instructional Day	<b>5</b> Instructional Day	<b>6</b> Instructional Day	<b>7</b> Instructional Day	<b>8</b> Saturday Program
<b>9</b>	<b>10</b> Instructional Day	<b>11</b> Instructional Day	<b>12</b> Instructional Day	<b>13</b> Instructional Day	<b>14</b> Instructional Day	<b>15</b> Saturday Program
<b>16</b>	<b>17</b> ML King Day  <b>Dr. MLK Day School Closed</b>	<b>18</b> Instructional Day	<b>19</b> Instructional Day	<b>20</b> Instructional Day	<b>21</b> Instructional Day	<b>22</b> Saturday Program
<b>23</b>	<b>24</b> Instructional Day  <b>End of T3 End of Semester 1</b>	<b>25</b> Instructional Day <b>Regents Administration</b>	<b>26</b> Instructional Day <b>Regents Administration</b>	<b>27</b> Instructional Day <b>Regents Administration</b>	<b>28</b> Instructional Day <b>Regents Administration</b>	<b>29</b> Saturday Program
<b>30</b>	<b>31</b>  <b>January Staff PD No scholars in attendance</b>					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b> Lunar New Year School Closed	<b>2</b> Instructional Day  Start of T4 Start of Semester 2	<b>3</b> Instructional Day	<b>4</b> Instructional Day	<b>5</b> Saturday Program
<b>6</b>	<b>7</b> Instructional Day	<b>8</b> Instructional Day	<b>9</b> Instructional Day	<b>10</b> Instructional Day	<b>11</b> Instructional Day	<b>12</b> Saturday Program
<b>13</b>	<b>14</b> Valentine's Day Instructional Day	<b>15</b> Instructional Day	<b>16</b> Instructional Day	<b>17</b> Instructional Day	<b>18</b> Instructional Day	<b>19</b> Saturday Program
<b>20</b>	<b>21</b> President's Day Midwinter Recess School Closed	<b>22</b> Midwinter Recess School Closed	<b>23</b> Midwinter Recess School Closed	<b>24</b> Midwinter Recess School Closed	<b>25</b> Midwinter Recess School Closed	<b>26</b>
<b>27</b>	<b>28</b> Instructional Day					

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Instructional Day	2 Instructional Day	3 Instructional Day	4 Instructional Day	5 Saturday Program
6	7 Instructional Day	8 Instructional Day	9 Instructional Day	10 Instructional Day	11 Instructional Day	12 Saturday Program
13 Daylight Savings	14 Instructional Day	15 Instructional Day	16 Instructional Day	17 St. Patrick's Day Instructional Day	18 Instructional Day <b>End of T4</b>	19 Saturday Program
20	21 Instructional Day <b>Start of T5</b>	22 Instructional Day	23 Instructional Day	24 Instructional Day Parent Teacher Conference	25 Instructional Day Parent Teacher Conference	26 Saturday Program
27	28 Instructional Day	29 Instructional Day	30 Instructional Day	31 Instructional Day		

# Equality Charter School

# April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Instructional Day	2 Saturday Program
3	4 Instructional Day	5 Instructional Day	6 Instructional Day	7 Instructional Day	8 Instructional Day	9 Saturday Program
10	11 Instructional Day	12 Instructional Day	13 Instructional Day	14 Instructional Day	15 Spring Recess School Closed	16
17 Easter	18 Spring Recess School Closed	19 Spring Recess School Closed	20 Spring Recess School Closed	21 Spring Recess School Closed	22 Earth Day Spring Recess School Closed	23
24	25 Instructional Day	26 Instructional Day	27 Admin Assist Day Instructional Day	28 Instructional Day	29 Instructional Day	30 Saturday Program

# Equality Charter School

# May 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Eid al-Fitr School Closed	3 Instructional Day	4 Instructional Day	5 Cinco De Mayo Instructional Day	6 Instructional Day  End of T5	7 Saturday Program
8 Mother's Day	9 Instructional Day  Start of T6	10 Instructional Day	11 Instructional Day	12 Instructional Day	13 Instructional Day	14 Saturday Program
15	16 Instructional Day	17 Instructional Day	18 Instructional Day	19 Instructional Day	20 Instructional Day	21 Saturday Program
22	23 Instructional Day	24 Instructional Day	25 Instructional Day	26 Instructional Day	27 Instructional Day	28 Saturday Program
29	30 Memorial Day Memorial Day School Closed	31 Instructional Day				

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Instructional Day	2 Instructional Day	3 <b>June Org-wide Staff PD</b> Asynchronous Instruction for Scholars	4 Saturday Program
5	6 Instructional Day	7 Instructional Day	8 Instructional Day	9 Instructional Day	10 Instructional Day	11 Saturday Program
12	13 Instructional Day	14 Instructional Day End of T6	15 Instructional Day Regents Administration	16 Instructional Day Regents Administration	17 Instructional Day Regents Administration	18
19 Father's Day Juneteenth	20 Juneteenth Observance School Closed	21 Instructional Day Regents Administration	22 Instructional Day Regents Administration	23 Instructional Day Regents Administration	24 Instructional Day Regents Administration	25
26	27 ECS Graduation Day	28	29	30		

# School Calendar Template



By Vertex42.com

<https://www.vertex42.com/calendars/school-calendar.html>

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START DATE

7/1/2019

START DAY

1







NYC Department of Buildings  
280 Broadway, New York, NY 10007

Thomas Fariello, R.A., Acting Commissioner

## Letter of Completion

STEVEN P HAMMER  
1001 AVENUE OF THE AMERICAS  
NEW YORK, NY 10018

Re: 2141 SEWARD AVENUE, BRONX  
Job #: 220392590  
Block: 3610 Lot: 1

Dear STEVEN P HAMMER:

Please be advised that the work related to the above application is completed and was signed off in the Building Information System (BIS) on 03/28/2019.

Based on the nature of the work filed on this application a new certificate of occupancy is not required.

Very truly yours,

A handwritten signature in black ink, appearing to read "R. Fariello", written in a cursive style.

Borough Commissioner  
BRONX

This permit copy created on 03/29/2019 reflects the Commissioner(s) as of such date.

Letter Generated on: 03/29/2019

# Certificate of Occupancy

**CO Number: 220421611F**

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.*

<b>A.</b>	<b>Borough:</b> Bronx	<b>Block Number</b> [REDACTED]	<b>Certificate Type:</b> Final
	<b>Address:</b> 2141 SEWARD AVENUE	<b>Lot Number(s)</b> [REDACTED]	<b>Effective Date:</b> 08/06/2019
	<b>Building Identification Number (BIN):</b> [REDACTED]	<b>Building Type:</b> Altered	
<b>This building is subject to this Building Code: Prior to 1968 Code</b>			
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b> [REDACTED]	(Prior to 1968 Code designation)	
	<b>Building Occupancy Group classification:</b> [REDACTED]	(2014/2008 Code)	
	<b>Multiple Dwelling Law Classification:</b> None		
	<b>No. of stories:</b> [REDACTED]	<b>Height in feet:</b> [REDACTED]	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> Fire alarm system		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



Borough Commissioner



Commissioner

# Certificate of Occupancy

CO Number: 220421611F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
END OF SECTION						



Borough Commissioner



Commissioner