Application: Finn Academy: An Elmira Charter School

Martina Baker - martinabaker@finnacademy.com 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 nforma on s 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 o 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) <u>before</u> all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL 070600861078

a1. Popular School Name

Fnn Academy

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

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

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ELMIRA CITY SD

d. DATE OF INITIAL CHARTER

7/2014

e. DATE FIRST OPENED FOR INSTRUCTION

7/2015

h. SCHOOL WEB ADDRESS (URL)

www.finnacademy.com

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

program enrollment)

477

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

333

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

Check all that apply

Grades Served

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

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?

No, just one site.

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	610 Lake Street, Elmira, NY 14901	607-737-8040	Elmira	K-6	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Aimee Ciarlo			
Operational Leader	Martina Baker			
Compliance Contact	Martina Baker			
Complaint Contact	Aimee Ciarlo			
DASA Coordinator	Aimee Ciarlo			
Phone Contact for After Hours Emergencies	Martina Baker			

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)

Certificate of Occupancy 2021-2022.pdf

Filename: Certificate of Occupancy 2021-2022.pdf Size: 160.3 kB

Site 1 Fire Inspection Report

2021-2022 F re Inspection Conducted 7.27.21.pdf

Filename: 2021-2022 F re Inspection Conducted 7.27.21.pdf Size: 188.1 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	MARTINA BAKER
Poston	СОО
Phone/Extension	607-737-8040
Email	MARTINABAKER@FINNACADEMY.COM

p. Our signatures (Executive Director/School Leader/Head of S ool 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 <u>NYSED CSO</u> <u>Fingerprint Clearance Oct 2019 Memo</u>. Click YES to agree.

Responses Selected:

Yes

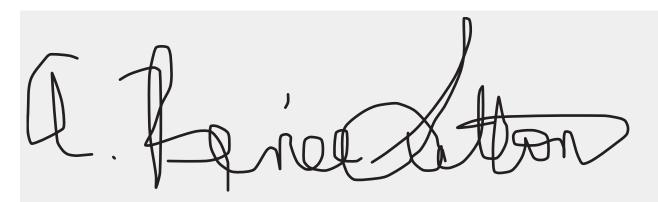
q. Our signatures (Executive Director/School Leader/Head of S ool and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, 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, President of the Board of Trustees



Date

Jul 20 2021



Entry 3 Accountability Plan Progress Reports

Completed Nov 2 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at <u>Accountability Plan Progress Report template</u>. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

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

2020-21 Accountability Plan Progres Report

Filename: 2020 21 Accountability Plan Progres Dr1MKwz.pdf Size: 185.1 kB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

<u>Required of ALL Charter Schools</u>

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 <u>Annual Report Portal</u> 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.

FACS audited FS 06

Filename: FACS audited FS 06.30.2021 Final.pdf Size: 474.4 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

Instructions - SUNY-Authorized Charter Schools ONLY

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

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

FACS 2020-21-Audited-Financial-Statement-06

Filename: FACS 2020 21 Audited Financial Sta eug6x2Q.xlsx Size: 176.5 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

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

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

Entry 4d - Financial Services Contact Information

Completed Aug 2 2021 Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

School Based Fiscal	School Based Fiscal	School Based Fiscal
Contact Name	Contact Email	Contact Phone
Martina Baker		

2. Audit Firm Contact Information

School Audit	School Audit	School Audit	Years Working With
Contact Name	Contact Email	Contact Phone	This Audit Firm
Peter J. DeSabio			

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

Firr	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Lisa Kirisits	1231 Delaware Avenue, Suite 6, Buffalo, NY 14209			

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

<u>Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY21 Budget using the 2021-2022 <u>Projected Annual Budget template</u> 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 selfexplanatory. 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.

<u>Instructions - SUNY authorized charter schools</u> should download the <u>2021-2022 Budget and</u> <u>Quarterly Report Template</u> 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.

FACS 2021-22-Budget-and-Quarterly-Report 06

Filename: FACS 2021 22 Budget and Quarterly ViKncYN.xlsx Size: 535.3 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: <u>SUNY Trustee Financial Disclosure Form</u>

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.

2021-SUNY-Financial-Disclosure-Form-Raj

Filename: 2021 SUNY Financial Disclosure Form Raj.pdf Size: 371.2 kB

Stowell 20-21 Financial Disclosure Form

Filename: Stowell 20 21 Financial Disclosure Form.pdf Size: 78.2 kB

2021-SUNY-Financial-Disclosure-Form-Winner

Filename: 2021 SUNY Financial Disclosure Form Winner.pdf Size: 306.5 kB

2021-SUNY-Financial-Disclosure-Form-signed Coletta

Filename: 2021 SUNY Financial Disclosure Form jscGKp0.pdf Size: 275.4 kB

SUNY Charter Schools Institute Koski Page 1

Filename: SUNY Charter Schools Institute Koski Page 1.pdf Size: 512.6 kB

Patel 20-21 Disclosure Form

Filename: Patel 20 21 Disclosure Form.pdf Size: 761.7 kB

SUNY Charter Schools Institute Koski Page 2

Filename: SUNY Charter Schools Institute Koski Page 2.pdf Size: 563.2 kB

2021-SUNY-Financial-Disclosure-Form-1

Filename: 2021 SUNY Financial Disclosure Form GtUscEt.pdf Size: 302.6 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

<u>Required of All charter schools</u>

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	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng 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 Meeting s Attende d During 2020- 2021
1	Alice Renee Sutton		Chair	Finance	Yes	3	06/08/2 020	08/31/2 025	12
2	Cynthia Raj		Vice Chair	Governa nce, Academ ics	Yes	2	06/08/2 020	06/30/2 022	12
3	Maya Patel		Secretar y	Governa nce	Yes	3	07/09/2 021	07/31/2 022	12
4	Jill Koski		Treasure r	Finance, Governa nce	Yes	3	11/04/2 019	11/30/2 021	12
5	Kat e Stowell		Trustee/ Member	Academ ics, Governa nce	Yes	2	02/13/2 017	02/28/2 022	12

6	Lynn Winner	Trustee/ Member	Academ ics	Yes	2	08/07/2 017	08/31/2 022	12
7	Kathryn Coletta	Trustee/ Member	Governa nce	Yes	2	06/08/2 020	05/31/2 022	12
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020- 2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

16

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as nd ca ed n he above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed 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 continued to increase our digital recruiting processes, using social media tools such as Facebook to advertise to a certain geographic radius, as we realize that many parents of Finn-aged scholars are utilizing social media as a primary source of research and communication. We also continued to advertise some print materials, in order to reach all demographics in the community. We continued to outreach every corner of the City of Elmira in our effort to recruit economically disadvantaged scholars; we have, and will continue to hold, informational and enrollment sessions in community centers and other areas where we can reach th s demographic. We also utilized our partnership	We will continue to increase our digitalrecruiting processes, using social media toolssuch as Facebook to advertise to a certaingeographic radius, as we realize that manyparents of Finn-aged scholars are utilizingsocial media as a primary source of researchand communication. We will also continue toadvertise some print materials, in order toreach all demographics in the community. We continue to outreach every corner of the Cityof Elmira in our effort to recruit economically disadvantaged scholars; we have, and will continue to hold, informational and enrollment sessions in community centers and other areas where we can reach th s

	with organizations, such as EOP, to reach these populations, and inform them that Finn Academy is a free, public school choice for their children. In the time of school shutdown due to the pandemic, we hosted virtual enrollment sessions to continue to reach out to prospective families.	demographic. We also utilize our partnership with organizations, such as EOP, to reach these populations, and inform them that Finn Academy is a free, public school choice for their children. We will also implement virtual opportunities for information about enrollment, given the current situation with the COVID-19 pandemic.
English Language Learners	We continued to reach out to potential ELL students in a variety of ways; we held enrollment sessions in all areas of Elmira, including many of the most struggling neighborhoods where many of these students reside. We also partner with organizations, such as EOP, which often serves as a source of referrals for ELL students to our program.	Similar to other categories of students, we will utilize various recruitment tools, including but not limited to digital advertising, community outreach, parent and partner referrals to continue to recru t an ELL population to Finn Academy. We will also make resources and school communications available in languages other than English, to make families of ELL scholars feel welcomed and informed.
Students with Disabilities	Many of our students with disabilities make their way to us by word of mouth; we go above and beyond to provide services to our disabled scholars, and we believe that our service has become apparent to our families. These families then share their	Similar to other categories of students, we will utilize various recru tment tools, including but not limited to digital advertising, community outreach, parent and partner referrals to continue to recru t students with disabilities to Finn

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	At Finn Academy, it is our goal to have over a 90% retention rate; this does not differentiate based on any category of scholar. To specifically retain economically disadvantaged, we continue to provide supports many of these families need such as participation in the National School Lunch Program; support for purchasing/securing school uniforms and/or school supplies; and transportation home from school due to our host district's inability to provide it to our scholars in the afternoon. We continue to provide these services as we realize they add value, and are essentials, for our economically disadvantaged parents and scholars.	Again, we will continue to provide various supports for our families that they have come to expect and know from their time at Finn Academy as mentioned previously, such as school lunches and transportation; we are continuing to provide new programs, such as access to in-school counseling services, to our families in order to help support their scholar's emotional well-being. We believe by supporting the families in the ways we do, many times going above and beyond, helps to create a strong sense of community and an essential support network, that leads to retention of this category of scholar.

English Language Learners	Through ELL services and programming, it is our goal to retain all scholars with the ELL classification.	Through our own internal assessments and interventions, as well as in partnership with the local school district, we will continue to provide all necessary ELL supports and services to our ELL population, thus, ensuring the retention of these scholars.
Students with Disabilities	To retain these scholars we aim to provide them with all of the services they need to be successful, in the least restrictive and most inclusive setting. With our small class sizes, inclusion efforts continue to be a success for many students with disabilities. We believe this is resonating with our families, who want their children with disabilities to be celebrated and included within the general population of our school.	It remains a priority in the upcoming school year to retain our students with disabilities; we will continue to provide support services —many times intense services— in order to get our scholars to where they should and could be academically. There is a renewed focus in investing various resources toward these scholars, i.e. purchasing low level but high interest books for our 4th grade scholars who require reading interventions; this serves to pique their interest in read ng materials that appeal to their maturity levels, but are better suited to their actual reading levels. A focus on resources, both human and physical, remains a priority of ours heading in to the new academic year for our students with disabilities.

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^[1] receive clearance through <u>the NYSED Office</u> 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 <u>not</u> employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers. See NYSED memorandum dated October 1, 2019 at

<u>http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf</u> or visit the NYSED website at: <u>http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html</u> 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 <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Aug 2 2021 Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

T e table below refle ts t e information olle ted t roug t e online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

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

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

	FTE Count
 i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021) 	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two yearsof Teach for America experience (as of June 30,2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF <u>UNCATEGORIZED</u>, <u>UNCERTIFIED</u> TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF <u>CERTIFIED</u> TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

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

Entry 13 School Calendar

Completed Aug 2 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

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

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

Board of Regents-authorized charter schools 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.

2021-2022 Calendar APPROVED

Filename: 2021 2022 Calendar APPROVED.pdf Size: 237.8 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 <u>Emergency Response Plan Memo</u>);
- 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: Finn Academy: An Elmira Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required

to submit item 5: Authorizer-approved DASA policy

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://finnacademy.com/wp- content/uploads/2021/08/Annual-Report-Download- 19-20-1.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://finnacademy.com/about/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://finnacademy.com/about/board-of-trustees/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php? instid=800000083988
4. Lottery Notice announcing date of lottery	https://finnacademy.com/information-for- parents/enrollment/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	http://finnacademy.com/wp- content/uploads/2021/07/District-Level-Plan-2021- 2022-1.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://finnacademy.com/wp- content/uploads/2021/02/2020-21-Family- Handbook-D.pdf
7. Authorizer-Approved FOIL Policy	http://finnacademy.com/wp- content/uploads/2020/01/FOIL-Notice-Policy- 10.7.19-Revisions-1.pdf
8. Subject matter list of FOIL records	http://finnacademy.com/wp- content/uploads/2020/01/FOIL-Notice-Policy- 10.7.19-Revisions-1.pdf



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on <u>the MS Excel Staff Roster Template</u> and provide the following information for ANY and ALL instructional and non-instructional employees.

• Full name for any and all employees

•TEACH IDs for any and all employees

•Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)

•Date of hire and employment start dates

•Number of years each employee has had in their respective professions

•Number of years each employee has had in their current role in the charter school

•Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Finn Academy Leadership Team

610 Lake Street Elmira, NY 14901

607-737-8040

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 1 of 15 Martina Baker, Aimee Ciarlo, Jeremy Wheeler, Theresa Cain and Deborah Breen prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

	Board Po	Board Position					
Trustee's Name	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)					
A. Renee Sutton	Chair	Finance					
Cynthia Raj	Vice Chair	Governance, Academics					
Maya Patel	Secretary	Academics					
Jill Koski	Treasurer	Finance					
Lynn Winner	Trustee	Academics Chair					
Katie Stowell	Trustee	Academics, Governance					
Kathryn Costello	ostello Trustee Governance Cha						

Aimee Ciarlo and Jeremy Wheeler have served as the school leader(s) since 2017 and 2018, respectively.

SCHOOL OVERVIEW

Mission: "At Finn Academy we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends."

Graduate Profile:

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fifth year, the 2019-2020 school year, we served scholars in grades K-7. We no longer provided a 7th grade program in 2020-2021 and were a K-6 school. Our program will be designated as Lower School K-4; and Upper School grades 5 and 6.

Key Design Elements:

- Community Connections: At Finn Academy all scholars engage in the larger community through teacher planned projects and field studies that bring awareness and service to the community in which they live. Scholars become more deeply engaged in their academic and social content due to the direct applications of their academic learning in real-world settings.
- 2. STEM Science, Technology, Engineering, and Math: Finn Academy incorporates a class for STEM instruction at all grade levels. Our STEM coursework builds a solid foundation in mathematical, and science and engineering practices that support success in all subject areas. Through our emphasis on problem-solving, and the engineering design process, scholars can utilize their curiosity and creativity to practice skills in context to real-world problems. STEM elements are further incorporated throughout the school day through our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab, Maker Space and both indoor and outdoor gardens where scholars become practicing scientists, engineers, and mathematicians.
- 3. College and Career Readiness: Finn Academy emphasizes the importance of all scholars being college and career ready through exposure to institutions of higher education and career exploration. The school also builds a solid foundation of skills for scholars to be prepared for a future of success.
- 4. Advisory Program: Finn Academy scholars' communication, prosocial, and problem-solving skills are strengthened through daily advisory meetings called "crew". All members of the staff are infused into the program by creating positive and meaningful connections that will help scholars experience and live out core values. Additionally, this program unites staff in a common vision for extending compassion and guidance over time to scholars and their families.
- 5. Wellness: Finn Academy is dedicated to promoting physical and socio-emotional wellness. Finn Academy provides fitness and dance instruction for every scholar; each elementary

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 3 of 15

2020-21 Accountability plan progress report

scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning.

6. Professional Development and Teacher Support: Finn Academy staff have the opportunity to work in an environment that provides at least five hours of monthly professional development sessions focused on school-wide priority areas, coaching from instructional leaders, data meetings, observations and feedback cycles. An additional four and a half hours of weekly planning time allows teachers the time to prepare and organize materials and to facilitate purposeful discussions around data, scholar growth, and instruction. Teachers utilize data regarding scholar performance on a regular basis to inform instruction and better meet learners' needs. All staff participate in a week of professional development sessions prior to the start of each new school year.

Finn Academy made programmatic adjustments in moving to remote learning in March of 2020. We continued to provide a remote option to scholars for the 2020-2021 school-year. Approximately 100 scholars learned via remote instruction with a dedicated remote classroom teacher and the remainder of the scholars were in person five days a week. Finn was mandated by the State Health Department to move to full remote instruction from October 23rd through January 4th due to the designation by the State of New York as a COVID-cluster zone.

Google Classroom continued to be the Learning Management System (LMS) as an instructional conduit for all staff and scholars. Asynchronous and synchronous lessons were implemented daily to engage scholars in a flexible learning platform. Grade level teams (including special education teachers and school counselor), instructional coaches, and leadership continued to meet weekly to collaboratively plan and communicate data to be able to ensure rigor and continuity of remote instruction and in-person instruction. Clear scheduling of synchronous and asynchronous lessons, ongoing feedback and responsive communication with scholars and families provided equitable access to the learning for remote instruction. Technology devices were distributed along with hard copy materials in some cases to adapt for developmentally appropriate practices and ensure equity for scholars. Surveys were administered to staff and families for the planning of instructional and social-emotional needs.

Academic interventions and special education services continued remotely. Ongoing collaboration with our host district Committee on Special Education (CSE) was continual during the closure to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our community. Special education teachers provided ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP, adapted to the remote environment. Remote learning plans were created and discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Additional contemplation regarding program modifications or learning needs due to environmental barriers were considered and put into effect.

Attendance and participation rates were taken daily. Finn's attendance policy was updated to incorporate language that addressed factors relevant to remote instruction. Professional development continued weekly through Zoom Webinar focused on the implementation and essential consistencies of remote instruction; identification and support of social-emotional needs. Weekly PD also provided updates and guidance for all staff on any program additions or changes, as well as virtual teaching/learning strategies.

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			Schoo	l Enrol	Iment	by Gr	ade Le	vel an	d Scho	ol Yea	ir			
School Year	к	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	34	67	53	47	48									249
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349

ENROLLMENT SUMMARY

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-4, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2019-2020 academic year, the Finn Academy team implemented the methodology contained within "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction,*" as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

Reading Reconsidered supports instruction that is engaged, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education and Uncommon Schools to provide teachers with support around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers were expected to differentiate instruction in the ELA skills block, focusing on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about, but emphasized word work, reading for information, and writing skills that correlate with their grade level standards. With the addition to the curriculum, many opportunities for improvement were prevalent, and continued to be addressed through professional learning opportunities.

As a result of the COVID-19 Pandemic we offered a fully remote program with a dedicated teacher in each grade level facilitating remote instruction. The remote program had approximately 75-100 scholars throughout the year. We had a fully in-person program 5 days a week that served 233-258 students.

METHOD

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for K-6. Test administration was conducted three times during the year. Fall of 2020 and Winter of 2021 and Spring 2021 respectively. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm and meeting projected growth.

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

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments. Of significant note was 6th grade which had 66% of scholars meeting the

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 6 of 15 grade level projected proficiency per NWEA cut scores and median 63rd percentile of national growth from Fall 2020-Spring 2021.

Finn academy met two of the targets established by SUNY CSI for ELA. These targets include gap closing measures 2 and 3. Gap closing - 2. *How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

In reviewing this data we anticipated challenges in meeting the growth targets 1 and the absolute measure based on the disruption in learning during the COVID-19 pandemic. We anticipated a "new norm" with the significant amount of time scholars spent in remote instruction and loss of continuity in the 2019-20 school-year and 2020-21 school-year. New norm meaning, where do scholars academic performance fall now in light of the challenges faced since March of 2020. What we have found very promising is meeting the targets for the two gap closing measures for our most at risk scholars. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms whether learning virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue using NWEA Reading Fluency Assessment and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. This assessment in some cases has supplanted the former Fountas and Pinnell Reading assessment for our tier 1 and 2 scholars. We plan to implement F & P Interactive Read Alouds beginning in the fall to help support literacy-specific skill areas through a daily read aloud. We will continue to use Fountas and Pinnell Assessments for RTI purposes and to inform teachers in how to differentiate instruction, and plan interventions to close skill gaps. We will also continue to provide scheduled ELA skill block times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	42.5	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	93	57.75	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	42.5	27	56.25	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	≥2 Yr Number Tested

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found <u>here</u>. Refer to pages 15-16, tables 3.5 and 3.6.

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3	44.4	54	42.5	48
4	18.75	32	18.75	30
5	28.8	52	26.9	51
6	66.6	36	61.1	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	35	53
4	26	32
5	50	51
6	63	36
All (3-6)	42.5 median 43.5 ave.	172

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	36	27
4	44	21
5	71.5	32
6	74	13
All	57.75 median 56.3 ave.	93

End of Yea		on 2020-21 NW Students with D		ssessment
	Grades	Median Growth Percentile	Number Tested	
	3	15	3	
	4	28	9	
	5	84.5	12	
	6	99	3	
	All	56.25 median	27	

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

56.6 ave.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

In 2020-2021 Finn Academy continued to use GO Math for its math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to provide additional training in Math instruction. Staff was engaged in a day of Cognitive Guided Inquiry Mathematics training with Future Leaders Incubators (FLI) in April 2021.

As a result of the remote sections in grade 1-6 and all students in remote instruction from October 23rd -January 4th teachers reviewed and prioritized the learning standards and expectations through the end of June 2021. Teachers also utilized "Think Central" the online math resources to support remote instruction.

Method

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for K-6. Test administration was conducted in Fall of 2020 and Winter of 2021 and Spring of 2021. Growth scores are from Fall 2020 through Spring 2021. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for the grade level norm RIT score (not the cut score for projected proficiency) and meeting projected growth.

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

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 10 of 15 MAP Mathematics Assessments. Of significant note was the 6th grade cohort in all subgroup areas and also all of our 3-6 grade levels having conditional growth scores ranging from 61-70th percentiles.

Finn Academy met two of the targets established by SUNY CSI for Math. These targets include:1 Growth- Did students grow at the normed rate according to the beginning of year baseline score? Gap closing - 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?

Finn academy fell short of the following targets in Gap closing - 2. How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? and 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

In reviewing this data we anticipated challenges in meeting some of these targets. Regarding Growth -we were met with positive results in meeting this target. Having a clear viable curriculum that is also suitable in a remote environment likely contributed to this success. What we have found very promising is when we consider meeting the targets for the two gap closing measures of our most at risk populations. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms, whether virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue to schedule Math Skills Block times to ensure teachers have the opportunity and support to differentiate math instruction, driven by scholar data.

2020-21 NWEA MAP Mathematics Assessment End of Year Results								
Measure	Subgroup	Target	Tested	Results	Met?			
Measure 1 Math: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	66.5	Yes			
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not	Low initial achievers	55	121	64.25	Yes			

NWEA

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 11 of 15

meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	66.5	27	54.75	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

	All Stu	dents	and the second sec	n at least their ond Year	
Grades	Percent Number Proficient ⁶ Tested		Percent Proficient	≥2 Years Number Tested	
3	48	54	46.2	48	
4	34	32	34.3	30	
5	27	52	25	51	
6	50	36	44.4	34	
All (3-6)	39.6	174	39.8	163	

nd of Year Growth on 2020-21 NWEA MAP Mathematics Assessment

By All Students

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found <u>here</u>. Refer to pages 15-16, tables 3.5 and 3.6.

Grades	Median Growth Percentile	Number Tested
3	61	53
4	69	32
5	64	51
6	70	36
All (3-6)	66 ave. 66.5 median	172

d of Year		on 2020-21 NWE By Low Initial Act		Assessme
	Grades	Median Growth Percentile	Number Tested	
	3	63	31	
	4	40	26	
	5	65.5	44	
	6	78	20	
	All	64.25 median 61.6 ave.	121	

End of Year Gro	End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities							
	Grades	Median Growth Percentile	Number Tested					
	3	46	3					
	4	30	9					
	5	63.5	12					
	6	92	3					
	All	54.75 median 57.8 ave.	27					

Goal 3: Science

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 13 of 15 Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung River Friends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

We made some minor programmatic changes toward the end of the 2020-2021 school year and had a dedicated science class for 5th and 6th grade scholars. We also provided a dedicated STEM time in the schedule for grades k-4. This allowed for coordination with the Coordinator who facilitates the Finn outdoor and hydroponics garden as well as utilizing the FOSS Science Kit based Curriculum and the digital Generation Genius Science Lessons.

As a result of transition to remote learning for some scholars and all scholars late October through January 4th, teachers were able to utilize some online learning resources to keep scholars engaged with science including "Mystery Science Lessons" <u>mysteryscience.com</u> and "Generation Genius" <u>generationgenius.com</u>. Teachers also facilitated science demos and STEM focused activities via their Google Classrooms.

METHOD

Finn Academy assessed all 4th grade scholars in February 2021. We used a previous year's 4th grade NYS written state exam in February of 2021. The original intention of this exam was to identify skill gaps and inform instruction prior to taking the NYS 4th grade exam. We also utilize "mock" assessments to collect data for teacher planning and goal setting. We did not have scholars take the practical component of the science exam at that time. This assessment is directly aligned with the NYS standards that were assessed in 4th grade. All in person scholars took the NYS Science Test totaling 26.

RESULTS AND EVALUATION

A total of 19 scholars in 4th grade completed the "mock" exam in February of 2021 scoring 60% proficient. Using the data, the teachers planned instruction to improve scholar results for the June 2021 NYS Science Exam. Scholars improved and performed well with an overall percent score of 77% proficient.

ACTION PLAN

With changes in the NYSSLS implementation and assessment, Finn Academy will continue to integrate science and engineering practices, crosscutting concepts, and content into the curriculum. In 2021-2022

Finn Academy will continue "phasing" in the use of FOSS Science Curriculum Kits as the main Science curriculum. For the 2021-2022 school year, grades 5 and 6 will be fully implementing FOSS Science.

Partial implementation using FOSS Science in grades 3-4 and will continue for the 2021-22 school year. Teacher training and support will be ongoing in-house and through Delta Education.

GOAL 4: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Finn Academy continues to be in Good Standing and achieved this measure.

Additional Evidence

Finn Academy has been in Good Standing since opening.

A	Accountability Status by Year					
Year	Status					
2018-19	Good Standing					
2019-20	Good Standing					
2020-21	Good Standing					



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Finn Academy Leadership Team

610 Lake Street Elmira, NY 14901

607-737-8040

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 1 of 16 Martina Baker, Aimee Ciarlo, Jeremy Wheeler, Theresa Cain and Deborah Breen prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

	Board Po	osition
Trustee's Name	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
A. Renee Sutton	Chair	Finance
Cynthia Raj	Vice Chair	Governance, Academics
Maya Patel	Secretary	Academics
Jill Koski	Treasurer	Finance
Lynn Winner	Trustee	Academics Chair
Katie Stowell	Trustee	Academics, Governance
Kathryn Costello	Trustee	Governance Chair

Aimee Ciarlo and Jeremy Wheeler have served as the school leader(s) since 2017 and 2018, respectively.

SCHOOL OVERVIEW

Mission: "At Finn Academy we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends."

Graduate Profile:

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fifth year, the 2019-2020 school year, we served scholars in grades K-7. We no longer provided a 7th grade program in 2020-2021 and were a K-6 school. Our program will be designated as Lower School K-4; and Upper School grades 5 and 6.

Key Design Elements:

- Community Connections: At Finn Academy all scholars engage in the larger community through teacher planned projects and field studies that bring awareness and service to the community in which they live. Scholars become more deeply engaged in their academic and social content due to the direct applications of their academic learning in real-world settings.
- 2. STEM Science, Technology, Engineering, and Math: Finn Academy incorporates a class for STEM instruction at all grade levels. Our STEM coursework builds a solid foundation in mathematical, and science and engineering practices that support success in all subject areas. Through our emphasis on problem-solving, and the engineering design process, scholars can utilize their curiosity and creativity to practice skills in context to real-world problems. STEM elements are further incorporated throughout the school day through our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab, Maker Space and both indoor and outdoor gardens where scholars become practicing scientists, engineers, and mathematicians.
- 3. College and Career Readiness: Finn Academy emphasizes the importance of all scholars being college and career ready through exposure to institutions of higher education and career exploration. The school also builds a solid foundation of skills for scholars to be prepared for a future of success.
- 4. Advisory Program: Finn Academy scholars' communication, prosocial, and problem-solving skills are strengthened through daily advisory meetings called "crew". All members of the staff are infused into the program by creating positive and meaningful connections that will help scholars experience and live out core values. Additionally, this program unites staff in a common vision for extending compassion and guidance over time to scholars and their families.
- 5. Wellness: Finn Academy is dedicated to promoting physical and socio-emotional wellness. Finn Academy provides fitness and dance instruction for every scholar; each elementary

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 3 of 16

scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning.

6. Professional Development and Teacher Support: Finn Academy staff have the opportunity to work in an environment that provides at least five hours of monthly professional development sessions focused on school-wide priority areas, coaching from instructional leaders, data meetings, observations and feedback cycles. An additional four and a half hours of weekly planning time allows teachers the time to prepare and organize materials and to facilitate purposeful discussions around data, scholar growth, and instruction. Teachers utilize data regarding scholar performance on a regular basis to inform instruction and better meet learners' needs. All staff participate in a week of professional development sessions prior to the start of each new school year.

Finn Academy made programmatic adjustments in moving to remote learning in March of 2020. We continued to provide a remote option to scholars for the 2020-2021 school-year. Approximately 100 scholars learned via remote instruction with a dedicated remote classroom teacher and the remainder of the scholars were in person five days a week. Finn was mandated by the State Health Department to move to full remote instruction from October 23rd through January 4th due to the designation by the State of New York as a COVID-cluster zone.

Google Classroom continued to be the Learning Management System (LMS) as an instructional conduit for all staff and scholars. Asynchronous and synchronous lessons were implemented daily to engage scholars in a flexible learning platform. Grade level teams (including special education teachers and school counselor), instructional coaches, and leadership continued to meet weekly to collaboratively plan and communicate data to be able to ensure rigor and continuity of remote instruction and in-person instruction. Clear scheduling of synchronous and asynchronous lessons, ongoing feedback and responsive communication with scholars and families provided equitable access to the learning for remote instruction. Technology devices were distributed along with hard copy materials in some cases to adapt for developmentally appropriate practices and ensure equity for scholars. Surveys were administered to staff and families for the planning of instructional and social-emotional needs.

Academic interventions and special education services continued remotely. Ongoing collaboration with our host district Committee on Special Education (CSE) was continual during the closure to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our community. Special education teachers provided ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP, adapted to the remote environment. Remote learning plans were created and discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Additional contemplation regarding program modifications or learning needs due to environmental barriers were considered and put into effect.

Attendance and participation rates were taken daily. Finn's attendance policy was updated to incorporate language that addressed factors relevant to remote instruction. Professional development continued weekly through Zoom Webinar focused on the implementation and essential consistencies of remote instruction; identification and support of social-emotional needs. Weekly PD also provided updates and guidance for all staff on any program additions or changes, as well as virtual teaching/learning strategies.

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	School Enrollment by Grade Level and School Year													
School Year	к	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	34	67	53	47	48									249
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349

ENROLLMENT SUMMARY

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-4, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2019-2020 academic year, the Finn Academy team implemented the methodology contained within "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction,*" as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

Reading Reconsidered supports instruction that is engaged, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education and Uncommon Schools to provide teachers with support around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers were expected to differentiate instruction in the ELA skills block, focusing on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about, but emphasized word work, reading for information, and writing skills that correlate with their grade level standards. With the addition to the curriculum, many opportunities for improvement were prevalent, and continued to be addressed through professional learning opportunities.

As a result of the COVID-19 Pandemic we offered a fully remote program with a dedicated teacher in each grade level facilitating remote instruction. The remote program had approximately 75-100 scholars throughout the year. We had a fully in-person program 5 days a week that served 233-258 students.

METHOD

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for K-6. Test administration was conducted three times during the year. Fall of 2020 and Winter of 2021 and Spring 2021 respectively. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm and meeting projected growth.

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

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments. Of significant note was 6th grade which had 66% of scholars meeting the

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 6 of 16 grade level projected proficiency per NWEA cut scores and median 63rd percentile of national growth from Fall 2020-Spring 2021.

Finn academy met two of the targets established by SUNY CSI for ELA. These targets include gap closing measures 2 and 3. Gap closing - 2. *How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in 1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

In reviewing this data we anticipated challenges in meeting the growth targets 1 and the absolute measure based on the disruption in learning during the COVID-19 pandemic. We anticipated a "new norm" with the significant amount of time scholars spent in remote instruction and loss of continuity in the 2019-20 school-year and 2020-21 school-year. New norm meaning, where do scholars academic performance fall now in light of the challenges faced since March of 2020. What we have found very promising is meeting the targets for the two gap closing measures for our most at risk scholars. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms whether learning virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue using NWEA Reading Fluency Assessment and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. This assessment in some cases has supplanted the former Fountas and Pinnell Reading assessment for our tier 1 and 2 scholars. We plan to implement F & P Interactive Read Alouds beginning in the fall to help support literacy-specific skill areas through a daily read aloud. We will continue to use Fountas and Pinnell Assessments for RTI purposes and to inform teachers in how to differentiate instruction, and plan interventions to close skill gaps. We will also continue to provide scheduled ELA skill block times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

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Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	42.5	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	93	57.75	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	42.5	27	56.25	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Gradas	All Stud	dents	Enrolled in at least their Second Year			
Grades	Percent	Number	Percent	≥2 Yr Number		
	Proficient ³	Tested	Proficient	Tested		

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found <u>here</u>. Refer to pages 15-16, tables 3.5 and 3.6.

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3	44.4	54	42.5	48
4	18.75	32	18.75	30
5	28.8	52	26.9	51
6	66.6	36	61.1	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
3	35	53
4	26	32
5	50	51
6	63	36
All (3-6)	42.5 median 43.5 ave.	172

End of Year Growth on 2020-21 NWEA MAP ELA Assessment

By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	36	27
4	44	21
5	71.5	32
6	74	13
All	57.75 median 56.3 ave.	93

End of Yea		on 2020-21 NW Students with D		ssessment
	Grades	Median Growth Percentile	Number Tested	
	3	15	3	
	4	28	9	
	5	84.5	12	
	6	99	3	
	All	56.25 median	27	

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

56.6 ave.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

In 2020-2021 Finn Academy continued to use GO Math for its math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to provide additional training in Math instruction. Staff was engaged in a day of Cognitive Guided Inquiry Mathematics training with Future Leaders Incubators (FLI) in April 2021.

As a result of the remote sections in grade 1-6 and all students in remote instruction from October 23rd -January 4th teachers reviewed and prioritized the learning standards and expectations through the end of June 2021. Teachers also utilized "Think Central" the online math resources to support remote instruction.

Method

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for K-6. Test administration was conducted in Fall of 2020 and Winter of 2021 and Spring of 2021. Growth scores are from Fall 2020 through Spring 2021. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for the grade level norm RIT score (not the cut score for projected proficiency) and meeting projected growth.

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

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 10 of 16 MAP Mathematics Assessments. Of significant note was the 6th grade cohort in all subgroup areas and also all of our 3-6 grade levels having conditional growth scores ranging from 61-70th percentiles.

Finn Academy met two of the targets established by SUNY CSI for Math. These targets include:1 Growth- Did students grow at the normed rate according to the beginning of year baseline score? . Gap closing - 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?

Finn academy fell short of the following targets in Gap closing - 2. How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? and 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?

In reviewing this data we anticipated challenges in meeting some of these targets. Regarding Growth -we were met with positive results in meeting this target. Having a clear viable curriculum that is also suitable in a remote environment likely contributed to this success. What we have found very promising is when we consider meeting the targets for the two gap closing measures of our most at risk populations. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms, whether virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue to schedule Math Skills Block times to ensure teachers have the opportunity and support to differentiate math instruction, driven by scholar data.

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 Math: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	66.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not	Low initial achievers	55	121	64.25	Yes

NWEA

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meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	66.5	27	54.75	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

	All Students		and the second s	at least their nd Year
Grades	Percent Proficient ⁶	Number Tested	Percent Proficient	≥2 Years Number Tested
3	48	54	46.2	48
4	34	32	34.3	30
5	27	52	25	51
6	50	36	44.4	34
All (3-6)	39.6	174	39.8	163

nd of Year Growth on 2020-21 NWEA MAP Mathematics Assessment

By All Students

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found <u>here</u>. Refer to pages 15-16, tables 3.5 and 3.6.

Grades	Median Growth Percentile	Number Tested
3	61	53
4	69	32
5	64	51
6	70	36
All (3-6)	66 ave. 66.5 median	172

d of Year		on 2020-21 NWE By Low Initial Act		Assessme
	Grades	Median Growth Percentile	Number Tested	
	3	63	31	
	4	40	26	
	5	65.5	44	
	6	78	20	
	All	64.25 median 61.6 ave.	121	

End of Year Gro		020-21 NWEA N Students with Di		ics Assessment
	Grades	Median Growth Percentile	Number Tested	
	3	46	3	
	4	30	9	
	5	63.5	12	
	6	92	3	
	All	54.75 median 57.8 ave.	27	

Goal 3: Science

Finn Academy Charter School 2020-21 Accountability Plan Progress Report Page 13 of 16 Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung River Friends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

We made some minor programmatic changes toward the end of the 2020-2021 school year and had a dedicated science class for 5th and 6th grade scholars. We also provided a dedicated STEM time in the schedule for grades k-4. This allowed for coordination with the Coordinator who facilitates the Finn outdoor and hydroponics garden as well as utilizing the FOSS Science Kit based Curriculum and the digital Generation Genius Science Lessons.

As a result of transition to remote learning for some scholars and all scholars late October through January 4th, teachers were able to utilize some online learning resources to keep scholars engaged with science including "Mystery Science Lessons" <u>mysteryscience.com</u> and "Generation Genius" <u>generationgenius.com</u>. Teachers also facilitated science demos and STEM focused activities via their Google Classrooms.

METHOD

Finn Academy assessed all 4th grade scholars in February 2021. We used a previous year's 4th grade NYS written state exam in February of 2021. The original intention of this exam was to identify skill gaps and inform instruction prior to taking the NYS 4th grade exam. We also utilize "mock" assessments to collect data for teacher planning and goal setting. We did not have scholars take the practical component of the science exam at that time. This assessment is directly aligned with the NYS standards that were assessed in 4th grade. All in person scholars took the NYS Science Test totaling 26.

RESULTS AND EVALUATION

A total of 19 scholars in 4th grade completed the "mock" exam in February of 2021 scoring 60% proficient. Using the data, the teachers planned instruction to improve scholar results for the June 2021 NYS Science Exam. Scholars improved and performed well with an overall percent score of 77% proficient.

ACTION PLAN

With changes in the NYSSLS implementation and assessment, Finn Academy will continue to integrate science and engineering practices, crosscutting concepts, and content into the curriculum. In 2021-2022

Finn Academy will continue "phasing" in the use of FOSS Science Curriculum Kits as the main Science curriculum. For the 2021-2022 school year, grades 5 and 6 will be fully implementing FOSS Science.

Partial implementation using FOSS Science in grades 3-4 and will continue for the 2021-22 school year. Teacher training and support will be ongoing in-house and through Delta Education.

GOAL 4: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Finn Academy continues to be in Good Standing and achieved this measure.

Additional Evidence

Finn Academy has been in Good Standing since opening.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education	Corporation, T	rustee Name and Position(s)	
Name of education corporation:	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL		OOL
Name of trustee (print):	ALICE RENEE SUTTON		
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	CHAIR		
Email Address:			
Home Address		Business Addres	s
Please complete with changes	only:	Please complete with <i>chan</i>	<i>ges</i> only:
Street:		Business Name:	
City, State Zip:		Street:	
Phone:		City, State Zip:	
2		Phone:	

	Questions	
)	Are you, or have you been during the last school year (July 1-June 30), a education corporation? [If you check yes , answer 1 <i>a</i>), 1 <i>b</i>), and 1 <i>c</i>)].	an employee of the O Yes O N
	1a) Description of the position:	
	1b) Salary:	
	1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None

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

Trustee Signature

Signature:

Read Juta

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)					
Name of education corporation:	Finn Academy: An Elmira Charter School				
Name of trustee (print):	Kathryn Coletta				
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee				
Email Address:					

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

	Questions		
1)	Are you, or have you been during the last school year (July 1-June 30 education corporation? [If you check yes , answer 1 <i>a</i>), 1 <i>b</i>), and 1 <i>c</i>)].	A REAL PROPERTY AND A REAL	O Yes No
	1a) Description of the position:		
	1b) Salary:		
	1c) Start date:		

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

□ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s or "Ongoing"
Self, employer	Perry & Carroll, Inc.	my employer	group life insurance policy		obstain from voting	ongoing
Chris Coletta, husband	Chemung Canal Trust Co.	husband's employer	commercial Ioan		obstain from voting; husband not involved in account	ongoing

Trustee Signature

Signature:

Kathryn Coletta

Digitally signed by Kathryn Coletta Date: 2021.07.12 08:27:45 -04'00'

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

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporation, Trustee Name and Position(s)				
Name of education corporation:	Finn Academy			
Name of trustee (print):	Cynthia Raj			
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair			
Email Address:				

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

)	Are you, or have you been during the last school year (July 1-June education corporation? [If you check yes , answer 1 <i>a</i>), 1 <i>b</i>), and 1 <i>c</i>	
	1a) Description of the position:	
	1b) Salary:	
	1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None

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

Trustee Signature

Signature:

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



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education	Corporation, Trustee Name and Position(s)
Name of education corporation:	Finn Academy
Name of trustee (print):	Lynn Winner
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair Academic Committee
Email Address:	

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

		Questions	
1)	Are you, or have you been during the last school education corporation? [If you check yes , answ		O Yes O No
	1a) Description of the position:		
	1b) Salary:		
	1c) Start date:		

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

□ None

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

Trustee Signature

Signature:

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



Transmittal Form Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

Charter School Name:	Finn Academy: An Elmira Charter School	*
Audit Period:	2020-21	¥
Prior Period:	2019-20	
Report Due Date:	Monday, November 1, 2021	
School Fiscal Contact Name:	Lisa Kirisits, CPA	
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	Lumsden & McCormick, LLP	
School Audit Contact Name:	Donna Gonser	
School Audit Contact Email:		
School Audit Contact Phone:		

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	If not included , state the reason(s) below. Or, if not applicable fill in "N/A"):
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
3) Corrective Action Plan	N/A

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Statement of Financial Position as of June 30, 2021

ASSETS		2020-21	 2019-20
CURRENT ASSETS Cash and cash equivalents Grants and contracts receivable Accounts receivables Prepaid expenses Contributions and other receivables	TOTAL CURRENT ASSETS	\$ 1,240,828 - 331,229 74,954 - 1,647,011	\$ 1,585,674 - 263,555 76,151 - 1,925,380
PROPERTY, BUILDING AND EQUIPMENT, net		 793,780	 820,455
OTHER ASSETS		 75,000	 75,000
	TOTAL ASSETS	 2,515,791	 2,820,835
LIABILITIES AND NET	ASSETS		
<u>CURRENT LIABILITIES</u> Accounts payable and accrued expenses Accrued payroll and benefits Deferred Revenue Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable		\$ 586,785 - - 3,270	\$ 512,178 - 1,271 4,593 -
Other	TOTAL CURRENT LIABILITIES	 590,055	 - 518,042
LONG-TERM LIABILITIES Deferred Rent All other long-term debt and notes payable, net o	current maturities TOTAL LONG-TERM LIABILITIES	 - - -	 - 657,430 657,430
	TOTAL LIABILITIES	 590,055	 1,175,472
<u>NET ASSETS</u> Without Donor Restrictions With Donor Ristrictions		 1,925,736	 1,645,363
	TOTAL NET ASSETS	 1,925,736	 1,645,363
	TOTAL LIABILITIES AND NET ASSETS	 2,515,791	 2,820,835

CK - Should be zero

-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	Without Donor	2020-21 With Donor		2019-20
	Restrictions	Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,136,901	\$ -	\$ 4,136,901	\$ 4,757,960
Students with disabilities	198,182		198,182	249,195
Grants and Contracts	,		,	
State and local	-	-	-	
Federal - Title and IDEA	396,410	-	396,410	314,380
Federal - Other	-		·	,
Other	654,160	-	654,160	
NYC DoE Rental Assistance	-	-	·	
Food Service/Child Nutrition Program	-			
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,385,653		5,385,653	5,321,535
EXPENSES				
Program Services	ć 2 247 1F4	ć	ć 2.247.1F4	ć <u> </u>
Regular Education	\$ 3,247,154		- \$ 3,247,154 . 364,429	\$ 3,357,938
Special Education	364,429		595,987	423,599
Other Programs	595,987	-	,	507,418
Total Program Services	4,207,570	-	4,207,570	4,288,955
Management and general	920,614	-	920,614	975,417
Fundraising				
TOTAL OPERATING EXPENSES	5,128,184	-	5,128,184	5,264,372
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	257,469	-	257,469	57,163
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$-	\$.	- \$ -	\$ -
Individuals	-	-	-	-
Corporations	-		-	
Fundraising	22,904		22,904	16,690
Interest income	-		-	
Miscellaneous income	-		-	
Net assets released from restriction	-			-
TOTAL SUPPORT AND OTHER REVENUE	22,904	-	22,904	16,690
CHANGE IN NET ASSETS	280,373	-	280,373	73,853
NET ASSETS BEGINNING OF YEAR	1,645,363		1,645,363	1,571,510
PRIOR YEAR/PERIOD ADJUSTMENTS		-		
NET ASSETS END OF YEAR	\$ 1,925,736	4	\$ 1,925,736	\$ 1,645,363

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Statement of Cash Flows as of June 30, 2021

	 2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	4,387,011	4,876,683
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	(1,421,042)	(1,485,281)
Accrued Expenses	(3,508,672)	(3,274,776)
Accrued Liabilities	-	-
Contributions and fund-raising activities	275,537	380,272
Miscellaneous sources	22,904	27,125
Deferred Revenue	-	-
Interest payments	(460)	(810)
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (244,722)	\$ 523,213
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(95,531)	(260,596)
Other	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (95,531)	\$ (260,596)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(4,593)	(4,243)
Other	-	654,160
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (4,593)	\$ 649,917
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (344,846)	\$ 912,534
Cash at beginning of year	 1,660,674	 748,140
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,315,828	\$ 1,660,674

Statement of Functional Expenses as of June 30, 2021 A of Positions Recision Services			FINN AC	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	<i>VIRA CHARTER</i>	SCHOOL				
No. of Positions Program Services Supporting Services Supporting Services Total Regular Frequent 000 1968/77 243,512 12,6971 243,512 12,6971 243,512 12,6971 243,512 12,6971 233,526 422,751 242,751 242,751 242,751 242,751 242,751 242,751 242,751 242,751 223,528 223 <th></th> <th></th> <th>S</th> <th>atement of Fur as of June</th> <th>nctional Expens : 30, 2021</th> <th>ses</th> <th></th> <th></th> <th></th> <th></th>			S	atement of Fur as of June	nctional Expens : 30, 2021	ses				
Program Services Program Services Supporting Services Supporting Services No. of Position Flucation Total Find-raising General Total Total 6 0 1968/77 243,512 2 5					50)20-21				2019-20
No. of Position Regular Indi-rising Amangement and General Total Total <th></th> <th></th> <th>Program</th> <th>Services</th> <th></th> <th></th> <th>Supporting Services</th> <th></th> <th></th> <th></th>			Program	Services			Supporting Services			
tel 5 5 5 5 5 5 5 5 5 5 6 107 <th>No. of Positions</th> <th>Regular Education</th> <th>Snacial Education</th> <th>Other Education</th> <th>Total</th> <th>Eund_traiting</th> <th>Management and</th> <th>Total</th> <th>Total</th> <th></th>	No. of Positions	Regular Education	Snacial Education	Other Education	Total	Eund_traiting	Management and	Total	Total	
lef 6.00 1.968,777 2.43,512 2.212,289 4.22,751 4	Personnel Services Costs			Suiter Luucarion			Quiciai	10101	¢	v
50.00 1.968,77 243,512 $-$ 2,212,289 $ -$	ersonnel	, ,	, ,	' `	`	۱ Դ	422,751	422,751	422,751	417,291
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		1,968,777	243,512		2,212,289	1		1	2,212,289	2,322,537
62.00 1.968/77 243,512 126,971 2,339,260 530,268 530,758 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,				126,971	126,971	•	107,517	107,517	234,488	230,372
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		1,968,777	243,512	126,971	2,339,260	1	530,268	530,268	2,869,528	2,970,200
	Fringe Benefits & Payroll Taxes	327,265	40,478	21,106	388,849	1	88,145	88,145	476,994	489,025
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Retirement	157,361	19,463	10,149	186,973	1	42,383	42,383	229,356	216,175
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Management Company Fees					1				,
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Legal Service					1	23,873	23,873	23,873	42,425
	Accounting / Audit Services					1	110,996	110,996	110,996	90,720
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Other Purchased / Professional / Consulting Services	4,940			4,940	1	8,489	8,489	13,429	36,527
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Building and Land Rent / Lease / Facility Finance Interest	131,600	18,800	9,400	159,800	1	28,200	28,200	188,000	240,000
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Repairs & Maintenance	113,940	16,277	8,139	138,356	1	24,416	24,416	162,772	103,278
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Insurance	41,044		2,932	49,839	1	8,795	8,795	58,634	71,453
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Utilities	59,400		3,675	70,426	1	11,026	11,026	81,452	86,119
t $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $12,912$ $13,912$	Supplies / Materials	100,113	'	1	100,113	1	I	'	100,113	119,787
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Equipment / Furnishings			I		1	I		I	ı
ultment - - - - - 159,001 7,857 7,857 7,857 7,857 7,857 159,001 - - 1 - - 1 - - 1 - - 1 - - 1 - - 1 1 - - 1 - - 1 - - 1 - - - 1 - - 1 - - - 1 - - - 1 1 - - 1 - - - 1 1 - - - 1 - - 1 <th1< td="" th<=""><td>Staff Development</td><td>15,911</td><td></td><td></td><td>15,911</td><td>1</td><td>ı</td><td>,</td><td>15,911</td><td>94,663</td></th1<>	Staff Development	15,911			15,911	1	ı	,	15,911	94,663
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Marketing / Recruitment	ı	'	I	ı	1	7,857	7,857	7,857	22,433
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Technology	159,001		ı	159,001	1	I		159,001	94,085
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Food Service			156,164	156,164	1			156,164	155,899
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Student Services	23,400		245,408	268,808	1	I	,	268,808	212,815
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Office Expense	31,441			31,441	1	14,204	14,204	45,645	64,180
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Depreciation	85,544		6,110	103,875	1	18,331	18,331	122,206	114,387
\$ 3.247.154 \$ 364.429 \$ 595.987 \$ 4.207.570 \$ - \$ 920.614 \$ 920.614 \$	OTHER	27,417		5,933	33,814	1	3,631	3,631	37,445	40,201
	Total Expenses	\$ 3,247,154	\$ 364,429	\$	\$ 4,207,570	Ŷ	\$ 920,614 \$	920,614	\$ 5,128,184	\$ 5,264,372

SUNY	Charter Schools Institute The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

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

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 20210524

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Finn Academy: An Elmira Charter School

Finn Academy: An Elmira Charter School

CONTACT INFORMATION

Contact Name:	Lisa Kirisits
Contact Title:	CFO
Contact Email:	
Contact Phone:	

REPORT PERIOD

|--|

						ENROLLIN	MENT BY GR	ADES					
GRADES	х	1	2	æ	4	2	9	7	8	6	10	11	12
INITIAL BUDGETED ENROLLMENT	50	69	65	54	57	40	55						
TOTAL ENROLLMENT = 390													

PRIOR YEAR QUARTER 1 ACTUAL OCIDISTRICTS ENROLLED: DOL DISTRICTS ENROLLED: 0 DENTS ENROLLED: 0		ARTER 1 Revised 0 0 there are NO budge that be completed	TOTAL DISTRIC TOTAL DISTRIC OLIARTER 2 OLIARTER 2 OLIGINAL Revisions at the ti revisions at the ti revision	ANNUAL BUDGET TOTAL DISTRICTS/EUROLLMENT BY QUARTER 3 QUARTER 2 QUARTER 3 QUARTER 2 QUARTER 3 0 0 7 0 0 390 0 390 0 390 0 390 0 390 1 7 0 0 300 1 7 0	SUDGET LLMENT BY QUART QLARTER 3 OLARTER 3 Original Rev 7 390 390 390 atree ReviseD budg titre ReviseD budg SY OUARTER	UARTER LER 3 Revised 0 al leave the R budget colum	QUAI Original 7 390 EVISED Colum	QUARTER 4 nal Revised 0 0 0 0 0 0 0	TC QUARTER 1 Actual 0 0	ACTUAL O DTAL DISTRICT QUARTER 2 Actual 0 0	ACTUAL QUARTERLY L DISTRICTS/ENROLLMEN JARTER 2 QUARTER 3 Actual Actual 0 0 0	T QUARTER 4
DEMTS ENROLLED: DEMTS		AFTER 1 Revised 0 0 there are NO budge that be completed	TOTAL DIS ¹ QUARTI Original 7 390 et revisions AR 4 on tabs 2, 3 a.	TRICTS/ENROI ER 2 Revised 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	LLMENT BY QI QUART Original 7 390 310 310 310 310 310 310 310 310 310 31	UARTER TER 3 Revised 0 0 di leove the 'R budget colum	QUAI Original 7 390 EVISED' Colum nos for the offic	RTER 4 Revised 0 nn(s) ected	T QUARTER 1 Actual 0 0	roral DISTRICT QUARTER 2 Actual 0 0	S/ENROLLMEN QUARTER 3 Actual 0 0	r QUARTER 4
OOL DISTRICTS ENROLLED: DEINTS ENROLLED: DEINTS ENROLLED: 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		ARTER 1 Revised 0 0 there are NO budge there are NO budge must be completed	QUARTE Original 7 390 et revisions at 1 et revisions At J on tabs 2, 3 or	ER 2 Revised 0 0 1 the time of qua % made, the era annual E Annual E	QUART Original 390 310 310 310 310 310 310 310 310 310 31	IER 3 Revised 0 al leave the 'R budget colum	QUAI Original 7 390 EVISED' Colum nus for the off	RTER 4 Revised 0 nn(s) ected	QUARTER 1 Actual 0 0	QUARTER 2 Actual 0 0	QUARTER 3 Actual 0 0	QUARTER 4
00L DISTRICTS ENROLLED: DEMTS ENROLLED: 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Revised 0 0 there are NO budge 12 BLANK. If budge must be completed	Original 7 390 et revisions AR f on tabs 2, 3 or	Revised 0 0 the time of qua RE made, the en ind 4. ANNUAL E ENROLLMENT I	Original 7 390 arterly submitt trire REVISED NUDGET	Revised 0 al leave the 'R budget colun	Original 7 390 EVISED' Colum ins for the off	Revised 0 0 ected	Actual 0 0	Actual 0 0	Actual 0 0	
DE NIS EUROLLED: DE NIS EUROLLED: DE NIS EUROLLED: 0 0 0 0 0 0 0 0 0 0 0 0 0		0 0 there are NO budge L'Y BLANK. If budge must be completed	7 390 et revisions at t let revisions AR f on tabs 2, 3 a	0 0 the time of quo RE made, the en ind 4. ANNUAL F ENROLLMENT I	7 390 arterly submitt atire REVISED at DGET 3Y OUARTER	0 0 budget colum	7 390 EVISED' Colum nns for the aff	7	00	00	0 0	Actual
DENTS ENROLLED:		0 there are NO budge LY BLANK. If budge must be completed	390 et revisions at t et revisions AR, f on tabs 2, 3 au	0 the time of que 16 made, the en 111 d. ANNUAL F SNROLLMENT F	390 390 310 310 310 310 310 310 310 310 310 31	0 al leave the 'R budget colun	390 EVISED' Colum nns for the aff	7	0	0	0	0
DISTRICT NAME(S)		there are NO budge LY BLANK. If budge must be completed	et revisions at t et revisions AR. I on tabs 2, 3 al E	the time of quo RE mode, the en ind 4. ANNUAL B ENROLLMENT F	arterly submittu ntire REVISED SUDGET 3Y OUARTER	al leave the 'R budget colun	EVISED' Colum ins for the aff	nn(s) ected				0
DISTRICT NAME(S)		LY BLANK. If budge must be completed	et revisions ARI I on tabs 2, 3 ar E	te made, the en ind 4. ANNUAL B ENROLLMENT F	store REVISED subget	budget colun	nns for the aff	ected				
PRIOR YEAR 2020-21 Actual DISTRICT NAME(S)		must be completed	l on tabs 2, 3 ar E	nd 4. ANNUAL B ENROLLMENT [sudget 3Y OUARTER							
PRIOR YEAR QUARTER 1 2020-21 Original Revised Actual Budgeted Budgeted DISTRICT NAME(S) Enrollment Enrollment	Origi	-	ш	ANNUAL B ENROLLMENT [SUDGET 3Y OUARTER							
PRIOR YEAR QUARTER 1 2020-21 Original Revised Actual Budgeted Budgeted Instruct NAME(s) Enrollment Enrollment	Origi	-	īu	ANNUAL B	SUDGET 3Y OUARTER							
PRIOR YEAR 2020-21 OUARTER 1 2020-21 Original Revised Actual Budgeted Budgeted Budgeted Instruct NAME(s) Enrollment Enrollment Enrollment	Origi	-	je	INROLLMENT F	3Y OUARTER							
2020-21 QUARTER 1 2020-21 QUARTER 1 Actual Budgeted Budgeted Budgeted Budgeted Enrollment	Origi		Í						AC	ACTUAL ENROLLMENT BY QUARTER	1ENT BY QUAR	ER
District NAME(s) District NAME(s) District Name(s)		ARTER 1	QUARTER 2	TER 2	QUARTER 3	rer 3	IVND	QUARTER 4	QUARTER 1	. QUARTER 2	QUARTER 3	QUARTER 4
DISTRICT NAME(S) Budgeted Budgeted Budgeted Enrollment Enrollment		Revised	Original	Revised	Original	Revised	Original	Revised				
DISTRICT NAME(S) Enrollment Enrollment Enrollment			Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Actual	Actual	Actual	Actual
		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
1 PRIMARY District ELMIRA CITY SD 364	364		364		364		364					
2 SECONDARY District ADDISON CSD 2 SECONDARY District ADDISON CSD	2		2		2		2					
3 Other District 3 CORNING CITY SD 1 CORNING CITY SD	1		1		1		1					
4 Other District 4 ELMIRA HEIGHTS CSD 5 6	5		5		5		5					
5 Other District 5 HORSEHEADS CSD 13	13		13		13		13					
6 Other District 6 THOUSAND ISLANDS CSD												
7 Other District 7 TIOGA CSD 1 TIOGA CSD	1		1		1		1					
8 Other District 8 WAVERLY CSD 4 4	4		4		4		4					
9 Other District 9 (Select from drop-down list) →												

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

NN

STAFFING PLAN FULL TIME EQUIVALENT (FTE)

									-					
*NOTE: Enter the number of ETE positions		*NOTE- If there	*NOTE: If there are NO huddrat revisions at the time of numeric submitted larve the 'BEVISED' Columnic' COMDI ETELY BLANK	visions at the time	of anarterly subm	ital leave the 'RFV	(ISED' Column(s) C	OMAPLETELY RLAN	*	*NOTE- Fach	marter the actu	*NOTE- Each quarter the actual ETE should be input	innut	*NOTF- State the assumptions that are being
in the "blue" cells.		If budget revisions ARE made,	ns ARE made, the	entire "REVISED" b	the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2,3 and 4.	the affected quart	ter(s) must be con	ipleted on tabs 2,	3 and 4.	101F. E001	נמתו ובו' הוב מרומ		-india	made for personnel FTE levels.
ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR				ANNUAL BUDGETED FTE	GETED FTE					ACTUAL QUARTERLY FTE	RTERLY FTE		Description of Assumptions
	2020-21	Q1	1	Q2	2	Q3		Q4	+	Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		2.0		2.0		2.0		2.0						COO & Dean of Scholars
Instructional Management														
Deans, Directors & Coordinators		2.3		2.3		2.3		2.3						Registrar, Coor of SPED intervention & Edible School
CFO / Director of Finance				Ī				Ī						
Operation / Business Manager		1.0		1.0		1.0		1.0						CAO
Administrative Staff		1.0		1.0		1.0		1.0						Office Manager
TOTAL ADMINISTRATIVE STAFF	0.0	6.3	0.0	6.3	0.0	6.3	0.0	6.3	0.0	0.0	0.0	0.0	0.0	
INSTRICTIONAL PERSONNEL ETF	DRICK VEAR				ANNITAL RUDGETED ETC	ACTED ETC					ACTUAL OLIABLERLY ETC			Descrimion of A seumotions
	3030-31	5		5		5		5		5	60	50	5	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		29.0		29.0		29.0		29.0						24 classroom teachers. 2 Instructional Support. 3 In
Teachers - SPED		5.0		5.0		5.0		5.0						· · · · · · · · · · · · · · · · · · ·
Substitute Teachers		1,3		1.3		1.3		1.3						
Te aching Assistants		3.0		3.0		3.0		3.0						
Specialty Teachers		0.6		9.0		9.0		9.0						1 Art, 2 Literacy, 2 Music, 1 Stem, 1 Dance, 1 Fitness
Aides		6.4		6.4		6.4		6.4						
Therapists & Counselors		1.0		1.0		1.0		1.0						School counselor
Other		1.0		1.0		1.0		1.0						Behavioral aide
TOTAL INSTRUCTIONAL	0.0	55.7	0.0	55.7	0.0	55.7	0.0	55.7	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR				ANNUAL BUDGETED FTE						ACTUAL QUARTERLY FTE	RTERLY FTE		Description of Assumptions
	2020-21	9		02		g		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse														
Librarian														
Custodian		3.0		3.0		3.0		3.0						Custodian
Security								3.5						
Other		3.5		3.5		3.5								Food service
TOTAL NON-INSTRUCTIONAL	0.0	6.5	0:0	6.5	0.0	6.5	0.0	6.5	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	68.5	0.0	68.5	0.0	68.5	0.0	68.5	0.0	0.0	0.0	0.0	0.0	

FACS_2021-22-Budget-and-Quarterly-_ViKncYN.xisx_202202011311.xisx

Total Revenue Total Expenses Net Income Actual Student Enrollment					2021-22	2021-22					
		682,200 1,363,253 (681,053) 390		- 1,745,400 - 1,513,603 - 231,797 - 390		- 1,81 - 1,55 - 25	1,810,000 1,552,903 257,097 390		- 1,743,769 - 1,517,006 - 226,763 - 330		
	Prior Year Actual 2020-21 Revenue Per	1st Q Original	Quarter - 7/1 - 9/30 Revised	2nd Qu Original	2nd Quarter - 10/1 - 12/31 nal Revised	Orig	3rd Quarter Original Rev	3rd Quarter - 1/1 - 3/31 al Revised	4th Original	4th Quarter - 4/1 - 6/30 al Revised	0
	Pupil Allocate Per Pupil	Budget	-	Budget	Budget Variance	ice Bud	Budget Buc	Budget Variance	e Budget	Budget	Variance
REVENUE REVENUES FROM STATE SOURCES 2021-22			*NOTE: If there a If budget revisions A	are NO budget rev RE made, the ent.	*NOTE: If there are NO budget revisions at the time of quartenty submittal leave the REVISED' Column(s) COMPLETEL BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and	arterly subm lumns for the	ttal leave the affected qua	the 'REVISED' Column(s) COMPLETELY BLANK. quarter(s) must be completed on tabs 2, 3 and 4.) COMPLETELY BL pleted on tabs 2, .	ANK. 3 and 4.	
Per Pupil Revenue	il Rate PPR %/Qtr->	10.0%	10.0%	30.0%	30.0%	7	30.0%	30.0%	30.0%	30.0%	
	2,/00	462,280		- 1,386,840 - 7.651		- 1,38	6,840 7.651	1 1	- 1,386,840 - 7.651		1
	2,463	1,246		3,739	1	8	3,739	1	- 3,739	8	1
ELMIRA HEIGHTS CSD 11. HORSEHFADS CSD 12	11,232 12 140	5,616	1 1	- 16,848 - 47 346	1	1 1	.6,848 7 346	T	- 16,848		1
DS CSD	1,875			-		1 2		8 3	-		1
	0,930	1,093	1	- 3,279	T	1	3,279	1	- 3,279	1	ĩ
WAVEKLY CSD		4,224	20 1	- 12,6/1	T I	- 			- 12,6/1		1
	-	1	1	Ĩ	ť	1		Ŧ	1	t	ĩ
,	•	9	3	3	3	2		5	2		5
	•			Ī		•	•	1	1	1	Ĭ
	•	C 3	6 8	ē 3	c a	6 2	u 0	e 1	c 1	u a	6 3
	•		1	Ĩ	T	1	 	T	ľ	1	1
ALL OTHER School Districts: (Weighted Avg) TOTAL Per Punil Revenue (Weighted Average Per	-		x		T	1		T			
	12,636	492,791		- 1,478,374	1	- 1,47	1,478,374	ī	- 1,478,374	•	ĩ
Special Education Revenue		27,100		- 81,300			81,300		- 81,200		
Grants											
Stimulus DVCD (Donatement of Vourth and Community, Douglonmont)						2			2		3
other											Ĩ
NYC DoE Rental Assistance											
Other TOTAL REVENUE FROM STATE SOURCES		519,891		- - 1,559,674	'	- 1,55	1,559,674	 	- 1,559,574		T T
										•	
REVENUE FROM FEDERAL FUNDING IDEA Special Needs						9	1,000		ĩ		8
Title I		22,500		- 22,500		- 2	22,500		- 22,500		
Title Funding - Other		4,750		- 4,750		1	4,750		- 4,750		ï
School Food Service (Free Lunch)											ж
Grants Charter School Program (CSP) Planning & Implementation						,	_				1
Other		112,900		- 112,900			112,900		- 112,869		ĩ
Other TOTAL REVENUE FROM FEDERAL SOURCES		140,150		- 140,150	,	20 	201,150	,	- 140,119		2 3
			-					-			
LUCAL and UTHEK REVENUE Contributions and Donations		6,250		- 6,250		,	6,250		- 6,250		ľ
Fundraising		3,300		- 1,500			5,000				č
Erate Keimbursement Earnings on Investments				, ,		2 1			1 1		1
Interest Income				-					- 100		æ
Food Service (Income from meals)		12,800		- 38,400		m 1	38,400		- 38,300		ĩ
Text Book						2			2		3
OTHER		(191)		- (574)			(474)		- (774)		Ĩ
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	Ĩ	22,159		- 45,576	•		49,176	3	- 44,076	1	ĩ
TOTAL REVENUE		682.200		- 1.745.400		- 1.81	1.810.000	-	- 1.743.769		ľ

					EININ AC	CUNI ACADEMAS: ANI ELIMIDA CUADTED SCHOOL	VIDV COV	DTED CCHOC	2			
						Budget / Operating Plan 2021-22	/ Operating Pla 2021-22	an	5			
Total Revenue		T	682,200		- 1,745,400	9	1	1,810,000		- 1,743,769	×	ľ
Total Expenses		1	1,363,253		- 1,513,603	,		1,552,903	,	- 1,517,006	1	ľ
Net Income Actual Student Enrollment		τc	(681,053) 390		- 231,797 - 390	1 6	· .	257,097 390		- 226,763 - 390	те	1 1
		Drior Vear Actual	14 0	1st Ouerter - 7/1 - 9/30	II Dud Out	2nd Ousrter - 10/1 - 12/31		ard Ou	3rd Ouerter - 1 /1 - 3 /31	Y+V	4th Ouseter - 1/1 - 6/30	05,
		2020-21 Revenue Per	Original Budget	Revised Variance	Original	Revised Va	iance	Original Budget	Revised Variance Buddet Variance	Origin Budge	Revised Budget	Variance
			10000		10000		-	100			100000	
EXPENSES	Avg. No. of											
Executive Management	Positions		49.973		44.574		1	44.574		- 44.578		
Instructional Management			habit		-			t softet		-		
Deans, Directors & Coordinators	2.29		34,242		- 30,573			30,573		- 30,581		
CFO / Director of Finance Operation / Business Manager	1.00		26.487		23.649		3 1	23.649		- 23.653		
Administrative Staff	1.00		10,164		9,075		5	9,075				
I U I AL ADMINISI KATI VE STAFF	9.29	C.	120,816	T	- 10/,8/1	£		1//8/11	1	- 10/,88/	T	
INSTRUCTIONAL PERSONNEL COSTS												
reachers - Kegular	29.00		333,759		- 365,616		3	356,016		- 365,628		x
Teachers - SPED Substitute Teachers	5.00		54,189		- 62,520 7 410			62,520		- 62,512 - 7.410		
Teaching Assistants	3.00		14,433		23,856			23,856		- 23,860		
Specialty leachers	00.6		96,434		- 115,770		ĸ	115,770		- 115,750		e
Aides	6.40		29,644		48,996		2	48,996				1
l herapists & Counselors Other	1.00		6,050 4,806		- 7,944		6 9	7,944		- 10,002 - 7,940		c 5
TOTAL INSTRUCTIONAL	55.70		541,785	at	- 642,111		205	632,511	1	- 642,111		
NON-INSTRUCTIONAL PERSONNEL COSTS			,	,								
Nurse	2											
Luorarian Custodian	3.00		25,956		- 23,175			23,175		- 23,175		
Security Other	0.88		24.176		33,486		2 1	33,486		- 33,482		
TOTAL NON-INSTRUCTIONAL	6.50		50,132		- 56,661	2	•	56,661	,	- 56,657		
SUBTOTAL PERSONNEL SERVICE COSTS	68.49	6	712,733	2	- 806,643	þ	9	797,043	5	- 806,655		
PAYROLL TAXES AND BENEFITS			10 000		000 92		1	10 000		005 02		
rayrur raxes Fringe / Employee Benefits			67.500		- 67,500			67.200		- 67.200		
Retirement / Pension			000(69					0000				
TOTAL PAYROLL TAXES AND BENEFITS		5	214,500	2	- 214,500	2	2	214,200	•	- 214,700		
TOTAL PERSONNEL SERVICE COSTS	68.49	ē	927,233	-	- 1,021,143	ť	5	1,011,243	ī	- 1,021,355	•	
CONTRACTED SERVICES												
Accounting / Audit ۱ موما			25,100		- 25,000		3. 3	25,000		- 25,000 - 13,100		
Management Company Fee							1			•		
Nurse services Food Service / School Lunch			17,300		51,900		, ,	51,900		- 51,900		
Payroll Services					- 5,100		•	5,000		4		
special Ed Services Titlement Services (i.e. Title I)			017	. 1	630			630				
Other Purchased / Professional / Consulting			21,200		- 26,900		*	26,600		- 26,600		ľ
TOTAL CONTDACTED CERVICES		,	82.110		- 122.730	,	,	122 330		177 020		

					FINN AC	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan	EMY: AN ELMIRA CHART Budget / Operating Plan	ARTER SCHC 'lan	JO				
						•	77-1707						
Total Revenue	Ĩ	682,200	r	'	1,745,400	£	ł	1,810,000	¢	ł	1,743,769	e	X
Total Expenses	x	1,363,253	,		1,513,603	1	I	1,552,903	1	ľ	1,517,006	ī	ľ
Net Income	ï	(681,053)	т	Ĩ	231,797	1	T	257,097	I	2	226,763	ī	X
Actual Student Enrollment	C	390	Е	r.	390	5	1	390	C	1	390	ĉ	î
	Prior Year Actual	1st Q	1st Quarter - 7/1 - 9/30	/30	2nd Qu	2nd Quarter - 10/1 - 12/31	2/31	3rd Q	3rd Quarter - 1/1 - 3/31	1/31	4th Q	4th Quarter - 4/1 - 6/30	
	2020-21		•			•	1		•				
	Revenue Per	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised	Variance	Original Budget	Revised	Variance
		20000	200000	2	100000	100000		200000	10000	2200			
SCHOOL OPERATIONS													
Board Expenses		1,100		•	2,100		1	2,100		£	2,000		×
Classroom / Teaching Supplies & Materials		23,600		1	006'6		3	10,900		2	8,700		5
Special Ed Supplies & Materials		110		1	330		2	330		1	330		
Textbooks / Workbooks		53,100		r	4,900		9	1,900		¢	100		e
Supplies & Materials other				1			2			1			1
Equipment / Furmuse		007 C		•	007 0		1	0 100		C a	2 100		
		2,400			2,400			007/7			7,100		
Technology		24,800		•	32,600		2	26,200		I	31,800		ĩ
Student Testing & Assessment		4,000		- 11	4,200		1	14,300		1	6,800		
Field Trips		2,000		1	6,000			5,800		•	5,700		Ĩ
Transportation (student)		31,100			93,300			93,300			93,400		
Sturdant Sarvisas - other		1 000		ľ	3 000		ľ	2 000		ľ	005 5]
Office Evence		10 200			10 500			10,000			10,000		
Staff Development		7.500		• •	7.500		6 2	7.500			7.500		6 3
Staff Recruitment		1.900		'	3.100		1	3.600		1	1.700		ľ
Student Recruitment / Marketing		2,400		1	3,100		6 20	2,900			2,200		0
School Meals / Lunch				1						1			1
Travel (Staff)				ľ			1			ſ			E
Fundraising		2,900			3,400		2	3,700		2			3
Other		5,500		•	2,600			3,800			3,100		X
TOTAL SCHOOL OPERATIONS	3	182,010	1	•	197,030	1	,	200,430	7	2	187,930		Ĩ
FACILITY OPERATION & MAINTENANCE													
Insurance		24,000		•	24,000		1	24,000		ľ	24,000		ľ
Janitorial		10,200		r	10,200		5	10,400		¢	10,500		6
Building and Land Rent / Lease / Facility Finance Interest		47,500.00		•	47,500		2	47,400			47,200		1
Repairs & Maintenance		41,100		•	41,100		1	41,100		×	41,000		
Equipment / Furniture										•			
Security		1000		'	12 000		,	E0 700		'	100.75		Ĩ
Utilities		T7,800		•	T3,6UU	1	2	29,/00			T62'97		ť
TOTAL FACILITY OPERATION & MAINTENANCE	Ĩ	135,600		•	136,400		2	182,600	ï	*	149,591		1
DEPRECIATION & AMORTIZATION		36,300		•	36.300		2	36.300		•	36,100		1
COVID-19 / CONTINGENCY DEFERRED RENT							1 1			1 1			I A
TOTAL EXPENSES		1,363,253	ć		1,513,603	ť	¢.	1,552,903	ť	×	1,517,006		
NET INCOME	Ē	(681,053)	c	·	231,797	ſ	e	257,097	C	-	226,763	-	e.

					FINN AG	CADEMY: Al Budget	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan	ARTER SCHO Plan	JO T				
							77-1707						
Total Revenue	T	682,200	ľ	•	1,745,400	1	X	1,810,000			1,743,769	T	Ĩ
Total Expenses	I	1,363,253		T	1,513,603	1	1	1,552,903	ĩ	I	1,517,006	ï	ĩ
Net Income	ī	(681,053)	'	ī	231,797	1	I	257,097	ī	1	226,763	ī	I
Actual Student Enrollment	¢	390	г		390	5	1	390	Ē		390	ĉ	ĩ
	Prior Year Actual	1st 0	1st Quarter - 7/1 - 9/30	9/30	2nd Q	2nd Quarter - 10/1 - 12/31	12/31	3rd C	3rd Quarter - 1/1 - 3/31	3/31	4th Q	4th Quarter - 4/1 - 6/30	5/30
	2020-21												
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENDOLLMENT - *Cohool Districte Are Linked To Ahoue Entrine*													
Number of Districts:	T	2			2		1	2	ľ	T	2	•	Ĩ
ELMIRA CITY SD	3	364		10	364	3		364			364		а
ADDISON CSD	1	2	1		2	2	1	2	a.	1	2		Ĩ
CORNING CITY SD	C	-	в	E	1		8	1	T	£	1	E	ĩ
ELMIRA HEIGHTS CSD		5	3		5	2		5	5	3	5	9	5
HORSEHEADS CSD	X	13	T	•	13	×		13	Ĩ	×	13		1
THOUSAND ISLANDS CSD			т	e	T			E.	e.			U.	ē
TIOGA CSD	I	1	3	а	1	2	2	1	Ĩ		1	a	1
WAVERLY CSD	Ĩ	4			4		1	4	T	I	4		Ĩ
2	3	2	а		3	3			н				
3		1	1		X	2	1		a.	1			Ĩ
	C		U	E	ũ	8	8	E	Ĩ	L	Ľ	E	Ĩ
	I	3	1		3	3	3		ä	3	2		3
	ľ	ſ	•	•	ť	1	1		Ĩ	Ĭ	1		Ť
			н	c				E.	đ	1		U	ē
,	I	ł	1	3	3	ł	2	3		2	3	а	3
ALL OTHER School Districts: (Weighted Avg)	Ĩ	1		T	T	8	3	ï	1	ł	E	Ĩ	Ĩ
TOTAL ENROLLMENT		390	-		390		-	390		2	390		1
REVENUE PER PUPIL	r 	1,749			4,475		2	4,641			4,471		Ŧ
EXPENSES PER PUPIL	C	3,496	c	[3,881	C		3,982	c	1	3,890	0	Ĩ

Total Revenue Total Revenue Total Revenue Total Student Errollment Net Income 2021-22 REVENUE 2021-22 Per Pupil Revenue 2021-22 Per Pupil Revenue 12,700 ELMIRA CITY SD 2021-22 Per Pupil Revenue 12,700 ELMIRA CITY SD 11,225 HORSEHEADS CSD 11,232 HORSEHEADS CSD 11,232 TIOGA CITY SD 11,232 HORSEHEADS CSD 11,232 HORSEHEADS CSD 11,232 TIOHOLSAND ISLANDS CSD 11,232 HORSEHEADS CSD 11,235 HORSEHEADS CSD 10,930 TIOHOLSAND ISLANDS CSD 10,930 MAVERLY CSD 10,930 MAL OTHER School Districts: (Weighted Average Per Topil Revenue (Weighted Average Per Topication) 11,635 MAL DAT Per Pupil Revenue (Weighted Average Per Topication) 12,636	5,981,369 5,981,369 5,946,765 34,604 Original Budget	Budget / / 5,981,369 5,946,765 34,604	Budget / Operating Plan 81,369 - 5,98 45.765 - 15,94	; Plan 5,981,369	2021-22	erating Plan 2021-22
ue ess ent Enrollment 5 FROM STATE SOURCES pil Revenue IRA CTY SD NISO CSD NISO CSD NISO CSD NISO CSD SEHEADS CSD USANDS CSD USANDS CSD SEHEADS CSD SEHEADS CSD USANDS CSD CERLY CSD FELY CSD FELY CSD FELY CSD FELY CSD FELY CSD	5,981,369 5,946,765 34,604 0riginal Budget 4,622,800	5,981,369 5,946,765 34,604		5,981,369	2021-22	
ue ees ses ses ses ser Enrollment al Revenue ia Rachon Ser Sources ia Rachon Set Hardens CSD NING CITY SD NING CITY SD NING CITY SD NING CITY SD NING CITY SD NING CITY SD Set Hardens CSD Set Hardens CSD Set Rachon Set Ra	5,981,369 5,946,765 34,604 0riginal Budget 4,622,800	5,981,369 5,946,765 34,604		5,981,369		
SOURCES SD SCSD SCSD Districts: (Weighted Avg) nue (Weighted Avg)	Original Budget 4,622,800		ī	(5,946,765) 34,604	5,981,369 (5,946,765) 34,604	
UES FROM STATE SOURCES Jupil Revenue Junia (TTY SD DDISON CSD DDISON CSD DDISON CSD DDISEHEADS CSD MIRA HEIGHTS CSD MIRA HEIGHT (Weighted Avg.) A PER Pupil Revenue (Weighted Avg.)	Original Budget 4,622,800		_	_		
UES FROM STATE SOURCES Pupil Revenue MIRA CITY SD DDISON CSD SRNIG CITY SD MIRA HEIGHTS CSD MIRA HEIGHTS CSD MIRA HEIGHTS CSD MIRA HEIGHTS CSD ORSEHEADS CSD ORSEHEADS CSD ORSENEADS CSD ORSENEADS CSD AVERLY CSD	Budget 4,622,800			VARIANCE Original Revised Budget vs. PY	ANCE Revised Budget vs. PY	DESCRIPTION OF ASSUMPTIONS
UES FROM STATE SOURCES Units a CITY SD MIRA CITY SD DDISON CSD SNING CITY SD MIRA HEIGHTS CSD MIRA HEIGHTS CSD MIRA HEIGHTS CSD MIRA HEIGHTS CSD ONSENEADS CSD ONSENEADS CSD ONSENEADS CSD ONSENEADS CSD ONSENEADS CSD ONSENEADS CSD AVERLY CSD AV	4,622,800	Budget	Variance	Budget	Budget	
	4,622,800					
		4,622,800		4,622,800	4,622,800	m
	25,504	25,504		25,504	25,504	0
	12,463 56.160	12,463 56.160		12,463	12,463 56.160	L student 5 students
	157,820	157,820	C	157,820	157,820	
	10,930	10,930	1	10,930	10,930	1 student
	42,236	42,236	-	42,236	42,236	4 students
			1	1	1 1	
	3		1			
	X	•	•			
	i i	e 1			2	
		• •				
	1	216	-			
	4,927,913	4,927,913	L	4,927,913	4,927,913	
Special Education Revenue	270,900	270,900	×	270,900	270,900	7 @ 0.9 level of funding, 12 @ 1.65 level of funding , 10
Grants						
Stimulus	5		3	3	3	
orco (pepartment or routin and community pevelopment) Other	T C		í i	I E	. E	
NYC DoE Rental Assistance	Ĩ		×	3		
Other TOTAL REVENUE FROM STATE SOURCES	5,198,813	5,198,813		5,198,813	5,198,813	
DEVENITE EDAM EEVEDAT ETINING						
IDEA Special Needs	61,000	61,000	'	61,000	61,000	
Title I	000'06	90,000		90,000	90,000	Title I \$90,000
Title Funding - Other	19,000	19,000	ĩ	19,000	19,000	Trtle II 9,000, Trtle IV \$ 10,000, Community foundation \$15,000, ESSER 451,669
School Food Service (Free Lunch)	î					
Grants Charter School Program (CSP) Planning & Implementation	•		'	1	1	
er er en	451,569	451,569		451,569	451,569	
Other TOTAL REVENUE FROM FEDERAL SOURCES	621,569	621,569	•	621,569	621,569	
LOCAL and OTHER REVENUE	21.000	ar 000		25.000	21.000	
Contributions and Donations Fundraising	10,000	10,000	í í	10,000	10,000	
Erate Reimbursement	Ĩ	1	•			
carnings on investments Interest income	100	100	1 1	100	100	2
Food Service (Income from meals)	127,900	127,900	L	127,900	127,900	133 BF @ @1.94, 60 BF @ \$0.31, 106 lunch @ \$3.47, 48 lunch @ \$0.38 for 193 school davs
Text Book	1	1		3		
	(2,013)	(2,013)	1	(2,013)	(2,013)	
	100'001	100'001		10C'DOT	Incingt	
TOTAL REVENUE	5,981,369	5,981,369	ē.	5,981,369	5,981,369	

			toph.0	FINN ACADE	CADEMY: A	N ELMIRA CI	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	
			nager	Sherating		2021-22		
Total Revenue Total Expenses Net Income Actual Student Enrollment		5,981,369 5,946,765 34,604	5,981,369 5,946,765 34,604		5,981,369 (5,946,765) 34,604	5,981,369 (5,946,765) 34,604		
			Total Year		VARIANCE	NCE		
		Original Budget	Revised Budget	Bt	Original Revised Budget vs. PY Budget Budget	Revised 3udget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS	
EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions							
Executive Management	2.00	183,649	183,649	1 3	(183,649)	(183,649)	COO & Dean of Scholars	
Deans, Directors & Coordinators	2.29	125,969	125,969		(125,969)	(125,969) F	Registrar, Coor of SPED intervention & Edible School Yard & Sub	
CFO / Director of Finance Operation / Business Manager	1.00	- 97,438	97,438	3 1	- (97,438)	- (97,438)	CAO	
Administrative Staff TOTAL ADMINISTRATIVE STAFF	1.00 6.29	37,389 444,445	37,389 444,445	r T	(37,389) (444,445)	(37,389) (444,445)	Office Manager	
INSTRUCTIONAL PERSONNEL COSTS Taachare - Pagular							24 classroom teachers 2 Instructional Support 3 In house	
	29.00	1,421,019	1,421,019		(1,421,019)		Sub	
l eachers - SPED Substitute Teachers	1.30	241,741 24,700	241,741 24,700	r 1	(241,741) (24,700)	(241,741) (24,700)		
Teaching Assistants Snecialty Teachere	3.00	86,005	86,005	,	(86,005)		1 Art. 2 literacy. 2 Music. 1 Stem. 1 Dance. 1 Fitness & 1	
	00.6	443,724	443,724	•	(443,724)		Maths Interventionist	
Aides Therapists & Counselors	6.40	176,645 36.050	176,645 36.050		(176,645) (36.050)	(176,645) (36.050)	School counselor	
Other	1.00	28,634	28,634		(28,634)	(28,634)	Behavioral aide	
TOTAL INSTRUCTIONAL	55.70	2,458,518	2,458,518		(2,458,518)	(2,458,518)		
NON-INSTRUCTIONAL PERSONNEL COSTS	•		-					
Librarian								
Custodian Security	3.00 0.88			u 0	(187,481) -			
Other TOTAL NON-INSTRUCTIONAL	2.63	124,630 220,111	124,630 220,111	'	(124,630) (220,111)	(124,630) (220,111)		
SUBTOTAL PERSONNEL SERVICE COSTS	68.49	3,123,074	3,123,074	3	(3,123,074)	(3,123,074)		
PAYROLL TAXES AND BENEHTS Payroll Taxes		312,300	312,300		(312,300)	(312,300)	10% of salaries	
Fringe / Employee Benefits		269,400	269,400	•	(269,400)	(269,400)	Health ins \$600 per employee per month, group life ins, EAP & HAS	
Retirement / Pension TOTAL PAYROLL TAXES AND BENEFITS		276,200 857,900	276,200 857,900		(276,200) (857,900)	(276,200) (857,900)	TRS 10%, 403B 4.5%	
TOTAL PERSONNEL SERVICE COSTS	68.49	3,980,974	3,980,974	·		(3,980,974)		
CONTRACTED SERVICES								
Accounting / Audit Legal		100,100 52,700	100,100 52,700		(100,100) (52,700)	(100,100) (52,700)		
Management Company Fee Nurse Services			• •	1.0		1.0		
Food Service / School Lunch		173,000	173,000	•	(173,000)	(173,000)		
Payroll Services Special Ed Services		20,000	20,000 2,100	L 1	(20,000) (2,100)	(20,000) (2,100)		
Internent Services (n.e. 110e 1) Other Durchssed / Professional / Consulting		101,300	101,300		(101,300)	(101,300)	Mental health counseling, FLI, renewal & other	
TOTAL CONTRACTED SERVICES		449,200	449,200 of 10	-	(449,200)	(449,200)	FACS_2021-22-Budget-and-Quart	Product Et Indiadook FACS 2021-22-Budget-and-Quarterly- ViknoYN xlsx 202202011311.xlsx

		FINN ACAUE Budget / Operating Plan	FINN ACAL	JEMIT: AN		FININ ACADEMIT: AN ELIMIKA CHARLER SCHOOL erating Plan
		0	0		2021-22	
				000 000		
lotal kevenue	5,981,369	5,981,369		695,188,c	695,188,c	
lotal Expenses	5,946,765	5,946,765		(59/,946,()	(5),946,765	
Net income Actual Student Enrollment	34,604	34,604	ī	34,004	34,004	
			-			
		Total Year	9	VARIANCE		
			ō	Original	Revised	PECCENTION OF ACCUMULTIONIC
	Original Budget	Revised Budget Variance		Budget vs. PY Budget vs. PY Budget Budget	udget vs. PY Budget	
SCHOOL OBERATIONS						
Board Expenses	7,300	7,300	•	(1,300)	(7,300)	
Classroom / Teaching Supplies & Materials	53,100	53,100	•	(53,100)	(53,100)	
Special Ed Supplies & Materials	1,100	1,100	•	(1,100)	(1,100)	
Textbooks / Workbooks	60,000	60,000	•	(60,000)	(60,000)	
Supplies & Materials Other Fauinment / Furniture		· ·	•	' '		
Telephone	9,000	9,000	1 2.1.2	(000, 6)	(000,6)	
	115,400	115,400	-	(115,400)	(115,400)	BOCES \$22,000, Micro Solutions \$78,000, Software
lechnology		000.00		1000 001	(000 00)	15,400
student lesting & Assessment Field Trips	19.500	19.500		(19.500)	(19.500)	390 students @ \$50
Transportation (student)	311.100	311.100		(311.100)	(311,100)	390 students @ \$4 for 193 school days & summer
				1000001		program
Student Services - other	10,300	10,300		(10,300)	(10,300)	
OTTICE EXpense Staff Development	30,000	30,000		(130,000)	(30,000)	
Staff Recruitment	10,300	10,300	•	(10,300)	(10,300)	
Student Recruitment / Marketing	10,600	10,600		(10,600)	(10,600)	
School Meals / Lunch	ï	'		X	1	
Travel (Staff) Eurodesicing	10,000	10,000		- 100001	100001	
r unumaning Other	15,000	15,000		(15,000)	(15,000)	
TOTAL SCHOOL OPERATIONS	767,400	767,400	-	(767,400)	(767,400)	
FACILITY OPERATION & MAINTENANCE						
Insurance	96,000	96,000	-	(96,000)	(96,000)	
Janitorial	41,300	41,300	•	(41,300)	(41,300)	
Building and Land Rent / Lease / Facility Finance Interest	189,600	189,600	<u>'</u>	(189,600)	(189,600)	Rent S15,667 per month plus interest \$1,600
Repairs & Maintenance	164,300	164,300	-	(164,300)	(164,300)	Repair & maintenance and maintenace contracts
Equipment / Furniture	1	ar 1		1	•	
Security	112,991	112,991		- (112,991)	(112,991)	\$1 per square foot
TOTAL FACILITY OPERATION & MAINTENANCE	604,191	604,191	-	(604,191)	(604,191)	
DEPRECIATION & AMORTIZATION	145,000	145,000	-	(145,000)	(145,000)	
DEFERRED RENT				c ic		
TOTAL EXPENSES	5,946,765	5,946,765	- (5,9	(5,946,765)	(5,946,765)	
NET INCOME	34,604	34,604	1	34,604	34,604	_

			FINN	ACADEMY: A	N ELMIRA C	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
		Budget	Budget / Operating Plan	g Plan		
		ļ	1		2021-22	
Total Revenue Total Expenses Net Income Actual Student Enrollment	5,981,369 5,946,765 34,604	5,981,369 5,946,765 34,604		5,981,369 (5,946,765) 34,604	5,981,369 (5,946,765) 34,604	
	Original Budget	Total Year Revised Budget	Variance	VARIANCE Original Revised Budget vs. PY Budget	VARIANCE aal Revised s. PY Budget vs. PY et Budget	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSARD ISLANDS CSD THOUSARD ISLANDS CSD THOUSARD ISLANDS CSD THOUSARD ISLANDS CSD ALL OTHER School Districts: (Weighted Avg) ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL						

					FINN AC	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan	EMY: AN ELMIRA CHART Budget / Operating Plan	ARTER SCHO 'lan	0L					
						2	2021-22							
Total Revenue	ľ	682,200		•	1,745,400		•	1,810,000	T.	×.	1,743,769	e.	×	5,981,369
Total Expenses	3	1,363,253	1	1	1,513,603	1	ł	1,552,903	1	1	1,517,006	Ĩ	Ĭ	5,946,765
Net Income	1	(681,053)	1	ī	231,797	1	1	257,097	1	1	226,763	ï	I	34,604
Actual Student Enrollment	ť	390	r		390	6	r	390	ų.		390	Ē	Ĭ.	
	Prior Year Actual	1st C	1st Ouarter - 7/1 - 9/30	/30	2nd Ou	2nd Ouarter - 10/1 - 12/31	2/31	3rd O	3rd Ouarter - 1/1 - 3/31	3/31	4th O	4th Ouarter - 4/1 - 6/30	5/30	
	2020-21													
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS			D		0	0		0	D		0	0		D
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	•			•		•		•	1	1		1	'	Ĩ
Other			•	T	•		Ē	•	•			£	e	Ē
Total Operating Activities	8	2	×	i.	1	1		1	1	а	i	X		2
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures	1	1	1	-	1	ж	T	л	1	30	1		×	a
Other		3		1	•	X	T	ï	i.	I	1	Ĩ	Ĩ	Ĩ
Total Investment Activities	E.	5		ĩ	1			T	E.	п	×.	Ē	×.	T
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit			•		1	3	2	ï	1		•	1		T
Other				t					•	6	•	t	e	ē.
Total Financing Activities	*	2		T	ł	2		X	1	T	×	1	3	ł
				-										
Total Cash Flow Adjustments	C	£	C	č	C	9	t	C	¢	ç	t	C	2	¢
NET INCOME	X	(681,053)	-	T	231,797	ľ	1	257,097	T	1	226,763	T	2	34,604
					1000 0001			1000 0000			face and		Ì	
Beginning Cash Balance			•	•	(681,053)			(449,256)			(192,159)	T	1	2
ENDING CASH BALANCE	1	(681,053)		100	(449,256)			(192,159)	D.	2	34,604	3		34,604
									ŝ.					

			ACADERAV.		FININ ACADEMAY, AN FLANDA CHARTER SCHOOL
	c				
	Budget	Budget / Operating Plan	g Plan		
				2021-22	
fotal Revenue	5,981,369	ĩ	5,981,369	5,981,369	
Total Expenses	5,946,765	X	(5,946,765)	(5,946,765)	
let Income	34,604	I	34,604	34,604	
Actual Student Enfoliment					
	Total Year		VARI	VARIANCE	
			Original	Revised	
	Revised Budget	Variance	Budget vs. PY Budget vs. PY Budget Budget	Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {enter descriptions below }					
Example - Add Back Depreciation	•	Ĩ	×	•	
Other		Ē	c		
Total Operating Activities	1	3	2		
INVESTMENT ACTIVITIES {enter descriptions below }					
Example - Subtract Property and Equipment Expenditures			1	x	
Other	1	ä	1	X	
Total Investment Activities	τ.	C.	1		
FINANCING ACTIVITIES {enter descriptions below }					
Example - Add Expected Proceeds from a Loan or Line of Credit	•	Ĩ	X	1	
Other	t	Ϋ́.	E	2	
Total Financing Activities	1	3	2		
Fotal Cash Flow Adjustments	ť	C	£	ľ	
VET INCOME	34,604	x	34,604	34,604	
Beginning Cash Balance	1	×	×		
ENDING CASH BALANCE	34,604	3	34,604	34,604	

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL BALANCE SHEET 2021-22	Prior Year Q1 Q2 Q3 Q4	2020-21 As of 9/30 As of 12/31 As of 3/31 As of 6/30			1 1 1	•		· · ·		1		•			•	- 1	•	•	•			•		•				
FINN ACADEMY: AN BALA 2			ASSETS	CURRENT ASSETS	Cash and cash equivalents	Grants and contracts receivable	Accounts receivables Prenaid Exnences	Contributions and other receivables	TOTAL CURRENT ASSETS	PROPERTY, BUILDING AND EQUIPMENT, net	OTHER ASSETS	TOTAL ASSETS	LIABILITIES AND NET ASSETS	CURRENT LIABILITIES	Accounts payable and accrued expenses Accrued naveral and henefite	Deferred Revenue	Current maturities of long-term debt	Short Term Debt - Bonds, Notes Payable		TOTAL CURRENT LIABILITIES	LONG-TERM DEBT and NOTES PAYABLE, net current maturities	TOTAL LIABILITIES	NET ASSETS	Unrestricted	Temporarily restricted	TOTAL NET ASSETS	TOTAL LIABILITIES AND NET ASSETS	

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Mathematical and constrained in the formation of th							Budget / Op	erating Plan				
Image: section of the sectio				000 000	-						005 005 0	
Image: constraint of the set of	Total Revenue		T	682,200	c			1	1,810,000		1,743,769	1
Indicate	l otal Expenses Net Income			1,363,253 (681,053)	<u>г</u> г	-			257,097		1,11/,006 226,763	
International control of a control	Actual Student Enrollment		•	390	2			5	390		390	1
Control function for the function			1st Qu	arter - 7/1 - 9/30	-	2nd Quarter -	10/1 - 12/31	3rd C	luarter - 1/1 - 3/31	4th	Quarter - 4/1 - 6/3	
NEXT Control Current	*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Va Section is Based on LAST ACTUAL Quarter Completed	ariance Analysis'										
Market for the formation of the formatio			Actual					Actual				Variance
(17) (17) (17) (17) (17) (17) (17) (17)	REVENUE REVENUES FROM STATE SOURCES Per Pupil Revenue	2021-22 Per Pupil Rate										
(37) (17) (17) (17) (17) (17) (17) (17) (1	ELMIRA CITY SD	12,700		462,280	1	1,38	5,840 -		1,386,840	7	1,386,840	
City 50 (City 50)(City 50 (City 50 (City 50 (City 50)(City 50 (City 50 (City 50)(City 50 (City 50 (City 50)(City 50)(City 50 (City 50)(City 50	ADDISON CSD	12,752		2,550	2				7,651	1	7,651	
Distriction 131/mid	CORNING CITY SD	12,463		1,246	•				3,739	1	3,739	1
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	ELIMIKA HEIGHIS CSU HORSEHEADS CSD	12.140		5,616 15.782	c 1	4			16,848 47.346	C 3	16,848 47.346	6 3
00 10000 10	THOUSAND ISLANDS CSD	12,875		-	×				-	-8	-	1
C30 13.671 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1 13.671 1	TIOGA CSD	10,930		1,093					3,279		3,279	
Risential (notified in the integration of the i	WAVERLY CSD	10,559		4,224	2	1			12,671	1	12,671	
8 School Districts: (court of) 1,2,333 0 1,4,3334 0 <td></td> <td>r 3</td> <td></td>											r 3	
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School Districts: (cum = 0) Control Co		20		c		-			e	2	e	5
School Districts (Contract) up Resented Needgeneration and Needlonments and Needlonments and Adstance Image: Needlonment (Needlonment) in Needlonment) Image: Needlonment (Needlonment) in Needlonment (Needlonment) Image: Needlonment (Needlonment) Image: Needlonment (Needlonment) Image: Needlonment (Needlonment) Needlone (Needlonment) Image: Needlonment (Needlonment) Needlon (Needlon (Needlonment) Image: Needlon (Need		1		л	3				•	3		1
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up in Revenue (Weighted Average Fer Pupi Finding) 12,655 - 1,473,73 - 1,473,73 - 1,473,73 - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - - 1,473,74 - 1,473,74 - 1,473,74 - 1,473,74 - 1,473,64 - 1,473,64 - 1,473,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 - 1,453,64 -	= ALL OTHER School Districts: (Count = 0)			r 1	1 1				r 1	1 1		
ation Revenue at the fully Developmental benelopmental benelopmentation benerotation beneformed benerotation beneformed benerotation beneformed benerotation beneformed benerotation beneformed bender beneformed beneformed beneformed beneformed	TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	12,636	ľ	492,791		- 1,478		ľ	1,478,374	1	1,478,374	1
Internet of Youth and Commutity Development) Image: second s	Special Education Revenue			27,100	2	8	r,300 -		81,300	2	81,200	1
partner of Youth and Community Development) partner of Youth and Youth and Community Development) <th< td=""><td>Grants Stimulus</td><td></td><td></td><td>-</td><td>2</td><td></td><td></td><td></td><td>-</td><td></td><td>-</td><td></td></th<>	Grants Stimulus			-	2				-		-	
train Assistance for a second and set	DYCD (Department of Youth and Community Development)				1				6			
Ind Assistance Ind Ass	Other			n					ĸ	t	ĸ	ĩ
IF FROM STATE SOURCES	NYC DoE Rental Assistance				, ,		3			3 9		
MEDERAL FUNDING EDERAL FUNDING E C <thc< th=""> C<</thc<>	TOTAL REVENUE FROM STATE SOURCES			519,891	1			'	1,559,674			ľ
Ineda: Ined: Ined: <td>REVENUE FROM FEDERAL FUNDING</td> <td></td>	REVENUE FROM FEDERAL FUNDING											
From the free lunch 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 22,500 - 24,750 - 24,750 - 24,750 -	IDEA Special Needs				1				61,000	3		1
a. Other a. 4,750 b. 4,750 c 4,750 c a. 4,150 c a.	Title I			22,500	1	22			22,500	1	22,500	1
From three much in the control for the control in	Title Funding - Other			4,750	90 J	7			4,750	1	4,750	
chool Program (Cs) Planning & implementation - 111 - - - 111 - - 111 - - 111 - - 111 - - 114 - - 114 - - 114 - - 114 - - 114 - <	Scribble rood Service (Free Luricit) Grants			•					•		•	
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is and Donations 6,250 - 6,250 - 6,250 - - 6 ussenent 3,300 - 1,500 - 5,000 -	LOCAL and OTHER REVENUE											
unsement 3,300 - 1,500 - 5,000 -	Contributions and Donations			6,250	1				6,250		6,250	
ursement Investments Investmen	Fundraising			3,300					5,000		200	
Investinates - 33 33 33 34 36 1 </td <td>Erate Reimbursement</td> <td></td> <td></td> <td>,</td> <td>2</td> <td></td> <td>•</td> <td></td> <td>•</td> <td></td> <td>'</td> <td></td>	Erate Reimbursement			,	2		•		•		'	
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JE FROM LOCAL and OTHER SOURCES - <td>Food Service (Income from meals)</td> <td></td> <td></td> <td>12,800</td> <td>1</td> <td>3</td> <td></td> <td></td> <td>38,400</td> <td>1</td> <td>38,300</td> <td>ľ</td>	Food Service (Income from meals)			12,800	1	3			38,400	1	38,300	ľ
If FROM LOCAL and OTHER SOURCES (131) - (131) - (131) - J. FROM LOCAL and OTHER SOURCES - 22,159 - - 45,576 - 49,176 - - 44,576 J. FROM LOCAL and OTHER SOURCES - - 22,159 - - 45,576 - - 49,176 - - 44,576 J. J. Strongentore - - 1,245,400 - - 1,245,500 - - 1,178	Text Book			E	•				E STA	ę	E	5
				(191)					(474)	2	(774)	3 1
	I UTAL KEVENUE FROM LUCAL and UTHER SOURCES		T	661,22	x		- 9/0/0		49,1/6		44,0/6	
- $ -$	TOTAL REVENUE		T	682,200		- 1,74	5,400	×	1,810,000	1	1,743,769	1

						FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	MY: AN ELM	IRA CHARTE	R SCHOOL				
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							77-1707	77					
Total Revenue		T	682,200	ť		1,745,400	¢		1,810,000	E		1,743,769	
Total Expenses		1	1,363,253	Ĩ	ĩ	1,513,603	ł.	ĩ	1,552,903	Ĭ.	ï	1,517,006	ĩ
Net Income			(681,053)	R I	1	231,797	K 1	1	257,097		E I	226,763	
Actual student Enrollment			290	,	5	390	,	5	290			390	
		+e	010 11	000	U Proc	C/CL L/UL seteniO per	101	U Proc	C 1/1 - C	167	144	Ath Otto AIT CIDA	00
*NOTE: Enrollment. Revenue and Expediture Data IN the 'Total and Variance Analysis'	riance Analvsis'	IST	- T/I - IAI IPID	nele		77 - T <i>I</i> 07 - 17	Tela	h nic	rc/c - T/T - Ianiann nic	Tel	5 1114	10 - T /+ - IAI IAI	nc
Section is Based on LAST ACTUAL Quarter Completed			ļ			ļ			ļ			į	
		Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
EXPENSES	Quarter 0					i							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management			49,923			44,574	•		44,574			44,578	
Deans Directors & Coordinators			- 247 47			30 573			30 573	,		30 581	
CFO / Director of Finance	()a			1		-	9		-	2		10000	0
Operation / Business Manager	•		26,487			23,649			23,649	1		23,653	1
Administrative Staff	•		10,164	1		9,075	e		9,075	ę		9,075	6
TOTAL ADMINISTRATIVE STAFF		e	120,816		ĩ	107,871	U.	E	107,871		E.	107,887	2
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	•		333,759	1		365,616			356,016	1		365,628	
Teachers - SPED			54,189			62,520	•		62,520	•		62,512	
Substitute Teachers	•		2,470	1		7,410	2		7,410	2		7,410	
Teaching Assistants	E		14,433			23,856			23,856	£		23,860	E
Specialty Teachers			96,434	2		115,770	2		115,770	2		115,750	3
Aides			29,644	1		48,996	1		48,996	1		49,009	
Therapists & Counselors			6,050	¢		9,999	¢		9,999	¢		10,002	5
			4,806 5.41.785			642 111			637 511			/,940 642 111	2 2
						111/240			TTC/200			TTT'740	
NON-INSTRUCTIONAL PERSONNEL COSTS						-			-				
Nurse	1		1			ж			200	1		т	
	•		- JE DEC	1		- 175	2		- 171 66	1			
Security			-			-	. 2			. 3		-	
Other			24,176			33,486			33,486			33,482	
TOTAL NON-INSTRUCTIONAL		Ĩ		2	3	56,661	1	*	56,661	2	*	56,657	3
SUBTOTAL PERSONNEL SERVICE COSTS	8	¢	712,733	ſ	C	806,643	C	C	797,043	¢	C	806,655	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes			78,000	5		78,000	¢		78,000	c		78,300	6
Fringe / Employee Benefits			67,500			67,500			67,200	3		67,200	3
Retirement / Pension			000'69	1		69,000	5		69,000	5		69,200	2
TOTAL PAYROLL TAXES AND BENEFITS			214,500	T	ï	214,500	2	ĩ	214,200	2	X	214,700	2
TOTAL PERSONNEL SERVICE COSTS	X		927,233			1,021,143	•		1,011,243	1		1,021,355	
CONTRACTED SERVICES									н 0 1 1 1				
Accounting / Audit			25,100			25,000			25,000			25,000	•
Legal			13,200	X		13,200	1		13,200	1		13,100	I
Management Company Fee			Ľ			Ľ			T	t		r	E
Nurse Services				2		н	9		D.	2		а	3
Food Service / School Lunch			17,300			51,900			51,900			51,900	1
Payroll Services			5,100	1		5,100	e		5,000	e		4,800	6
Special Ed Services			210			630			630			630	
Dittement Services (i.e. little I) Other Dirchesed / Professional / Consulting			21.200	1		26.900	•		26.600	•		26.600	
			82.110		ľ	122.730		ľ	122.330	1	•	122.030	
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International and presentation of the free method presentation of the f	d Quarter 1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,	1,810,000 1,552,903 257,097 257,097 257,097 390 Luarter - 1/1 - 3/31 Current Budget Variance 1,900 1,900 1,900 26,200 1,500	4th Quarter 1,7 - 1,5 - 2,2 Ath Quarter 2,2 Actual Bur	43,769 143,769 143,769 143,7606 141,760 141 - 6/30 141 - 6/30 141 - 6/30 141 - 6/30 151 - 141 - 6/30 100 100 100 100 100 100 100 1
Supplies & Materials Ses2,200 Ses2,200<	2021-2: - 1,745,400 - 1,745,400 - 2313,967 - 2313,967 - 2313,967 - 2313,967 - 2310 - 2,400 	- 1,810,000 - 1,552,903 - 257,097 - 257,097 - 3390 - 237,097 - 1,500 - 1,900 26,200 	Actin	71 - 6/30 71 - 7 71 - 6/30 71 - 7 71 - 7 7
Standard - 642,200 -	- 1,745,400 - 1,513,603 - 231,797 - 231,797 - 330 Current Budget Variance - 2,100 - 9,900 - 4,900 - 4,900 - 2,100 -	- 1,810,000 - 1,552,903 - 257,903 - 257,903 - 390 - 330 - 1,500 	Actina	71 - 6/30
13137 133233 13139 errore and Expediture Data IN the "Total and Variance Analysis" 131 Quarter -7/1 - 9/30 2nd Quarter - 10/1 - 13/3 errore and Expediture Data IN the "Total and Variance Analysis" 131 Quarter -7/1 - 9/30 2nd Quarter - 10/1 - 13/3 errore and Expediture Data IN the "Total and Variance Analysis" 131 Quarter -7/1 - 9/30 2nd Quarter - 10/1 - 13/3 errore and Expediture Data IN the "Total and Variance Analysis" Actual Budget 2100 2-30 Supplies & Materials 0.000 23,600 0 23,000 Supplies & Materials 1100 0 23,600 0 Supplies & Materials 1100 0 23,600 0 Supplies & Materials 1100 0 0 0 Supplies & Materials 1100 0 0 0 Supplies & Materials 1100 0 0 0 Supplies & Materials 0.000	 1,513,603 231,797 330 231,797 330 2,100 9,900 4,900 4,900 4,900 4,900 4,200 4,200 9,330 5,400 6,000 93,300 93,300 	- 1,552,903 - 257,097 - 390 - 390 - 330 Budget Variance - 1,900 	Actual	006
Supplies & Materials	- 231,197 - 390 d Quarter - 10/1 - 12/31 Current Budget Variance 330 - 9,900 - 9,900 - 9,900 - 4,900 - 1 - 2,400 - 1 - 2,400 - 1 - 2,400 - 1 - 33,600 - 1 - 4,600 -	- 257,097 - 390 Gurrent - 1/1 - 3/31 Current Budget Variance 8udget Variance 10,900 10,900 	Actual Actu	71 - 6/30
Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 reviue and Experime Pata IN the Total and Variance Analysis* Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 ris Based on LAST ACTUAL Quarter Completed Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/1 - 9/30 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/2 - 9/2 Ind Quarter - 10/1 - 12/2 Supplies & Materials Ist Quarter : 7/2 - 9/2 Ind Quarter - 10/1 - 12/2 Materials Ist Quarter : 7/2 - 9/2 Ind Quarter - 10/2 - 2/2 Ind Quarter - 10/2 - 2/2 Ist Review Ist Quarter : 7/2 - 9/2 Ind Quarter - 10/2 - 2/2 Ind Quarter - 10/2 - 2/2 Ind Quarter - 10/2 - 2/2 Ist Review Ind Quarter : 7/2 - 9/2 Ind Quarter - 10/2 Ind Quarter - 10/2 Ind Quarter - 10/2 Ind Quarter - 10/2 Ind Review Ind Quarter - 10/2 Ind Quarter - 2/2 Ind Qua	d Quarter - 10/1 - 12/31 Current Budget Variance 330 9,900 9,900 330 2,100 9,900 4,900 2,400 2,400 32,600 33,600 93,300	rid Quarter - 1/1 - 3/31 Current Budget Variance 2,100 1,900 1,900 - - - - - - - - - - - -	Actina Actina	71 - 6/30 14 Variance 2000
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ty Finance Interest the first of the first o	2,600 -	3,800	m	3,100
ty Finance Interest ty Financ		- 200,430 -	- 187,930	
ty Finance Interest 24,000 - - - 10,200 - - - - 41,100 - - - - 10,200 - - - - 11,000 - - - - 11,000 - - - - 11,000 - - - - 11,000 - - - -				
10,200 - 47,500 - 41,100 - - - - - 12,800 -	24,000 -	- 24,000	24,	24,000
47,500 - 41,100 - - - - - - - - - - - - - - - - - - - - -	10,200 -	10,400 -	10	10,500 -
41,100 - 41,100 - - - - - 12,800 -		47,400		47,200
	41,100 -	41,100 -		41,000
12,800 -		r 1		
		- 29.700		26.891
TOTAL FACILITY OPERATION & MAINTENANCE		- 182,600 -	- 149,591	
	000 30		26	001 35
		- 000'00		
				- D
TOTAL EXPENSES - <u>1,363,253</u> - <u>1,513,603</u>		- 1,552,903	- 1,517,006	- 900
NET INCOME - 681,053 - 231,797 - 231,797	- 231,797	- 257,097	- 226,763	763

FACS_2021-22-Budget-and-Quarterly-_ViKncYN.xlsx_202202011311.xlsx

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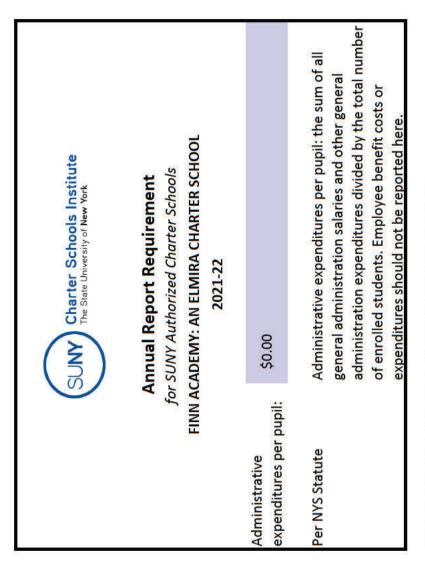
					FINN ACAE	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	AIRA CHART	ER SCHOOL				
						Budget / Operating Plan	erating Plan					
						2021-22	-22					
Total Revenue	1	682,200	t	1	1,745,400	E	Т	1,810,000	ť	т	1,743,769	6
Total Expenses	ĩ	1,363,253	Ľ	ĩ	1,513,603	t.	ĩ	1,552,903	t.	ĩ	1,517,006	£
Net Income	ĩ	(681,053)	8	ĩ	231,797	r.	ř.	257,097	I.	Ē	226,763	I.
Actual Student Enrollment	3	390		3	390	9	3	390	•	а	390	•
	lst (1st Quarter - 7/1 - 9/30	9/30	2nd Q	2nd Quarter - 10/1 - 12/31	12/31	3rd (3rd Quarter - 1/1 - 3/31	(/31	4th Q	4th Quarter - 4/1 - 6/30	30
*NOTE: Enrollment, Revenue and Expediture Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*												
ELMIRA CITY SD	T	364	ť	Ĩ	364		ĩ	364	ť	ĩ	364	ł
ADDISON CSD	5	2		3	2		9	2		0	2	
CORNING CITY SD	X	H	I	Ĩ	1	3	T	H	1	I	Ţ	I
ELMIRA HEIGHTS CSD		S			2	ų.	ii.	5	E		5	E
HORSEHEADS CSD	2	13	2	ž	13	2		13	2	i.	13	2
THOUSAND ISLANDS CSD			1	Ĩ		X	ĩ	1	1	Ĩ	'	1
TIOGA CSD		-			1		a	1			1	6
WAVERLY CSD	Ĩ	4		I	4		Ĩ	4		3	4	3
	E.		1	Ĩ		1	ĩ		1	Ē		I
	5	2005		5	200		5	2005		D	2010	
	X		1	x		2	Ĩ		2	Ĩ	3	I
	e.	E	1	č		1.	Ε.	T	£	il.		ł
	1		2	Ĩ		2		D	2	1	э	3
	1		1	1			ĩ		1	1	•	
	1	C					a	T.			T.	6
ALL OTHER School Districts: (Count = 0)	ĩ	ж	I	ĩ	ars		ī	30		ī	313	
TOTAL ENROLLMENT	3	390	2	5	390			390	2	5	390	
REVENUE PER PUPIL		1,749	2	5	4,475	2		4,641		5	4,471	3
EXPENSES PER PUPIL		3,496	2	3	3,881	2	3	3,982	2	3	3,890	3

					FIND	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	AN ELMIR	A CHARTER :	SCHOOL			
						Budg	Budget / Operating Plan 2021-22	ting Plan				
Total Revenue		T			5,981,369	(5,981,369)		1	5,981,369	(5,981,369)		
Total Expenses Net Income Actual Student Enrollment		1 ()		1.1.3	5,946,765 34,604	5,946,765 (34,604)	111		5,946,765 34,604	5,946,765 (34,604)		
						TOTALS		T ANALVEIC				
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis'	/ariance Analysis'		Current	Actual		Actual	IOIALS AND VARIANCE ANALYSIS aal Original Actual	ce ANALYSIS Actual		Actual		
Section is Based on LAST ACTUAL Quarter Completed	8	B Actual Q	Budget (Current Quarter)	vs. Current Budget Bı	Current Budget - TY	vs. Current Budget TY	Budget (Current Quarter)	vs. Original Budget	Original Budget - TY	vs. Original Budget TY	PY Actual (PY IY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUE REVENUES FROM STATE SOURCES	2021-22 Bor Dunil Date											
Fer Pupil Revenue FI MIRA CITY SD	rer rupii Kate	7		2	4 622 800	14 622 RUN	3	2	4 622 800	(4 622 800)	2	
ADDISON CSD	12,752	1		1	25,504	(25,504)		3	25,504	(25,504)		
CORNING CITY SD	12,463	Ť	•	•	12,463	(12,463)			12,463	(12,463)		
ELMIRA HEIGHTS CSD	11,232	6	•	•	56,160	(56,160)	5	C	56,160	(56,160)	5	•
HORSEHEADS CSD THOUSAND ISI ANDS CSD	12,140	7 7		, ,	15/,820	- (15/,820)	2 2	3 8	- 15/,820	(12/,820)		
TIOGA CSD	10,930	a	200		10,930	(10,930)			10,930	(10,930)	x	
WAVERLY CSD	10,559	1	•		42,236	(42,236)		R	42,236	(42,236)	1	
	c a	t a	• •		1			1	6 3	() 		
		Ť	•	•	Ĭ	•	1	Ĭ	1			
·			e	£.	6	t	2	ť	E		5	•
	•	3			1	3	3	3	1		3	
	r 3		1 2		1 0	1 3	1 2	1 0	1 1	1 2		1 3
ALL OTHER School Districts: (Count = 0)	-		•			1						
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	12,636	1		1.9	4,927,913	(4,927,913)	E 3		4,927,913	(4,927,913)	1.1	
opectal curcation revenue Grants					0001017	loor'out			000'017	100000171		
Stimulus		э	(1)			- 10			- 11	×		
DYCD (Department of Youth and Community Development) Other			•			•		8 1				
NYC DoE Rental Assistance		0	•	•	1	-		6	· ·	6 3		
Other		Ť	•		×	'	*	×	ľ			
TOTAL REVENUE FROM STATE SOURCES		7		3	5,198,813	(5,198,813)	3	3	5,198,813	(5,198,813)	2	
REVENUE FROM FEDERAL FUNDING				-								
IDEA Special Needs 파바이		1	,	2 1	61,000	(61,000)	2	3	61,000	(61,000)		
Title Funding - Other					19,000	(19,000)			19,000	(19,000)		
School Food Service (Free Lunch)		T	•	•	X	•	1	Ĩ	•			
Grants Charter School Program (CSP) Planning & Implementation		5	-	2	3	-	2	3	-	3	8	
Other		Ť	•	'	451,569	(451,569)		×	451,569	(451,569)		
Other TOTAL DEVENILE EDOMA EEDEDAL COLIDICES		¢		ę				đ		1021 1021	5	1
		Ĩ	•	1	60C'T70	(60C'T70)	1	i i	£9C'T79	(60C'T70)		
LUCAL and UTHEK REVENUE Contributions and Donations		Ĩ	•		25,000	(25,000)		Ĩ	25,000	(25,000)	2	
Fundraising			-10		10,000	(10,000)			10,000	(10,000)		
Erate Reimbursement Earnings on Investments		x t		2 6	1 1	• •	2 0	1 1	n r	1 0		
Interest Income		3	•	2	100	(100)	2	3	100	(100)	3	,
Food Service (Income from meals)		*	•	•	127,900	(127,900)	•	X	127,900	(127,900)		
I ext book OTHER		6 3	• •	1	(2,013)	2,013	1	6 3	- (2,013)	2,013	¢ 3	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1	a		160,987	(160,987)			160,987	(160,987)	T	
TOTAL BEVENILE			-	,	5 981 369	(5 981 369)			5 981 369	15 981 3691	,	
IUIAL REVENUE			-		COC'TOC'C	Innettoric)		ē.	rnr'TOC'C	Inne'TOL'E	5	0

					FIN	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	: AN ELMIR	A CHARTER	SCHOOL			
						png	budget / Uperating Plan 2021-22	ting Plan				
Total Revenue			210	(1)	5,981,369	(5,981,369)			5,981,369	(5,981,369)		
Total Expenses Net Income Artual Strukant Enrollment		1 1 3			5,946,765 34,604	5,946,765 (34,604)			5,946,765 34,604	5,946,765 (34,604)		
*NOTE: Enrollment Revenue and Evnediture Data IN the "Total and Variance Analysis	nce Analycic'		Current	Actual		TOTALS	TOTALS AND VARIANCE ANALYSIS ual Original Actual	CE ANALYSIS Actual		Actual		
Section is Based on LAST ACTUAL Quarter Completed			Budget (Current	vs. Current	Current	vs. Current	Budget (Current	vs. Original	Original	vs. Original	PY Actual (PY TY / No. of COMPLETED	Actual CY vs.
		Actual	Quarter)	Budget	Budget - TY	Budget TY	Quarter)	Budget	Budget - TY	Budget TY	Actual CY Quarters)	Actual PY
EXPENSES ADMINISTRATIVE STAFE PERSONNEL COSTS	Quarter 0 No. of Positions											
	1			1	183,649	183,649	1		183,649	183,649		
Instructional Management Deans. Directors & Coordinators	1	Ĩ			125.969	125.969			125,969	125.969		' '
CFO / Director of Finance			- 10	2	3	10	2	3				3
Operation / Business Manager	1	Ĭ	•		97,438	97,438		•		97,438		3
Administrative Staff	1			¢ ,	37,389	37,389			37,389	37,389	•	
	9				2	2			211	2		
Teachers - Regular	Ľ	×	'	1	1,421,019	1,421,019	Ľ		1,421,019	1,421,019		ľ
Teachers - SPED	1	×	л		241,741	241,741				241,741		
Substitute Teachers	•	X		2	24,700	24,700				24,700		I
Teaching Assistants	r I	1	•		86,005	86,005	• P		86,005	86,005		
Speciality reachers Aides		Ĭ			176,645	176,645				176,645		
Therapists & Counselors	т	8		Ľ	36,050	36,050	c			36,050		2
Other	1	1			28,634	28,634			28,634	28,634	2	2
TOTAL INSTRUCTIONAL	3	5		2	2,458,518	2,458,518	3	3	2,458,518	2,458,518		2
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	а	T	- 10		310	200			111			
		1	•		- OE 101	- OE 101		1	- OE 101	OE 101		1
Security	0		9	2	Toting	Totice	0		-	-		
Other	•	ï	·	*	124,630	124,630		T	124,630	124,630		X
TOTAL NON-INSTRUCTIONAL	1	1	•	2	220,111	220,111		,	220,111	220,111		
SUBTOTAL PERSONNEL SERVICE COSTS	¢			c	3,123,074	3,123,074	C	c	3,123,074	3,123,074	2	
PAYROLL TAXES AND BENEFITS												
Payroll Taxes			1	1	312,300	312,300	C 3		312,300	312,300		5
ringe / Linproyee benefits Retirement / Pension					276,200	276,200	X			276,200		
TOTAL PAYROLL TAXES AND BENEFITS			ľ	ľ	857,900	857,900		a.		857,900	ľ	2
TOTAL PERSONNEL SERVICE COSTS			-		3,980,974	3,980,974	1		3,980,974	3,980,974		
CONTRACTED SERVICES					5							
Accounting / Audit			*	•	100,100	100,100	•		100,100	100,100		8
Legal		X		2	52,700	52,700			52,700	52,700	2	X
Management Company Fee Nurse Services			•	• •	r 3	•	C 9					
Food Service / School Lunch		ĩ			173,000	173,000			173,000	173,000		
Payroll Services		e	T	C	20,000	20,000	¢	ſ	20,000	20,000	2	
Special Ed Services		1			2,100	2,100			2,100	2,100		1
Titlement Services (i.e. Title I)		1	•		101 200	101 200			101 200	101 200	1	1 8
Uther Furchased / Professional / Lonsuiting TOTAL CONTRACTED SERVICES					0000100T	449.200			449.200			
					DO-HOLL	DO-ICTT	0		DO-ICLL	DON'CLL	1002	

ue and Expediture Data IN the 'Total and Variance Analysis' Based on LAST ACTUAL Quarter Completed pplies & Materials	T T T										
ue ses ent Enrollment Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Completed Supplies & Materials of Creaching Supplies & Materials	× 1 1	-				2021-22					
ent Enrollment ent Enrollment Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Section Supples & Materials Ed Supplies & Materials	τr			5,981,369	(5,981,369)			5,981,369	(5,981,369)		
ent Enrollment Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed Section is Based on LAST ACTUAL Quarter Completed Defenses Defenses Section g Supplies & Materials	ĩ	T	I	5,946,765	5,946,765	I	ï	5,946,765	5,946,765		,
tevenue and Expediture Data IN the 'Total and Variance Analysis' ion is Based on LAST ACTUAL Quarter Completed g Supplies & Materials & Materials	5	r a	L D	34,604	(34,604)	t D	r b	34,604	(34,604)	1 3	L
tevenue and Expediture Data IN the 'Total and Variance Analysis' ion is based on LAST ACTUAL Quarter Completed g Supplies & Materials & Materials											
ion is Based on LAST ACTUAL Quarter Completed g Supplies & Materials & Materials		Current	Actual		TOTALS	TOTALS AND VARIANCE ANALYSIS ual Original Actual	CE ANALYSIS Actual		Actual		
ig Supplies & Materials & Materials		Budget	vs.		vs.	Budget	vs.		vs.	PY Actual (PY TY /	Actual CY
SCHOOL OPERATIONS Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials	Actual	(current Quarter)	Budget	Current Budget - TY	Budget TY	(current Quarter)	Uriginal Budget	Uriginal Budget - TY	Uriginal Budget TY	No. of CUMPLETED Actual CY Quarters)	vs. Actual PY
Board Expenses Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials											
Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials	×	•	×	7,300	7,300	1	ľ	7,300	7,300		1
Special Ed Supplies & Materials	1			53,100	53,100	1		53,100	53,100	1	
Trustende / Mindelende	X	'	2	1,100	1,100	1	1	1,100	1,100		2
Subplies & Materials other	8	1	6 2	-	-			-	-		
Equipment / Furniture	ľ	'	1	Ť	1	1	1	1		'	1
Telephone	ĉ		2	9,000	9,000	£.	C.	9,000	9,000		
Technology	3	2	1	115,400	115,400	3	1	115,400	115,400	2	1
Student Testing & Assessment	2	'	1	29,300	29,300	t	1	29,300	29,300		
	•	æ		19,500	19,500			19,500	19,500		3
I ransportation (student) Stindant Samires - Ather	1		2	311,100	311,100			10 300	311,100	2	
ottatent services - outer		0	()	75 400	75 400			75 400	75 400		
Staff Development	×	'	1	30,000	30.000		1	30,000	30.000		
Staff Recruitment	0	T	£	10,300	10,300	t.	Ľ	10,300	10,300		1
Student Recruitment / Marketing	Ĩ	3		10,600	10,600	1	1	10,600	10,600	2	
School Meals / Lunch	ĩ	'	£	Ĩ	'	ł	1	T	t		ł
Travel (Staff)			1	T	T						
Fundraising	Ĩ	'	1	10,000	10,000	1	1	10,000	10,000	1	1
Other	1	1		15,000	15,000		r	15,000	15,000	2	
	T		£	/6/,400	/6/,400	X	1	/6/,400	/6/,400	X	
FACILITY OPERATION & MAINTENANCE		-		000 30	000 30	,		OLD AR	OF DOD		
lanitorial		'		41.300	41.300			41.300	41.300		
Building and Land Rent / Lease / Facility Finance Interest	3	0		189,600	189,600	9	1	189,600	189,600	2	
Repairs & Maintenance	1	'	1	164,300	164,300	Ľ	1	164,300	164,300		1
Equipment / Furniture	ж										
Security	×	'	2	1		8	1	-			1
Utilities	1	ľ	2	112,991	112,991	1	T	112,991	112,991		1
TOTAL FACILITY OPERATION & MAINTENANCE	×	'	£	604,191	604,191	£	ĩ	604,191	604,191		
DEPRECIATION & AMORTIZATION	×	•		145,000	145,000			145,000	145,000	2	
COVID-19 / CONTINGENCY	ĩ	'	1	T	'	X	E.	r	L	2	Ĩ
DEFERRED RENT				1	-						
TOTAL EXPENSES	Ĩ	'	×	5,946,765	5,946,765	Ľ	ľ	5,946,765	5,946,765	1	r.
NET INCOME	T	•		34,604	(34,604)		×	34,604	(34,604)		

				FIN	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	: AN ELMIR	A CHARTER	SCHOOL			
					Budg	Budget / Operating Plan	ting Plan				
						2021-22					
Total Revenue		т		5,981,369	(5,981,369)			5,981,369	(5,981,369)		
Total Expenses	Ĩ	T		5,946,765	5,946,765		×.	5,946,765	5,946,765	Т	
Net Income Actual Student Enrollment		с л	1.1	34,604	(34,604)	1.1	i a	34,604	(34,604)		Ľ
				ŝ							
*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis'		Current	Actual		Actual	I UI ALS AND VARIANCE ANALYSIS ual Original Actual	CE ANALYSIS Actual		Actual		
Section is Based on LAST ACTUAL Quarter Completed		Budget	vs.		vs.	Budget	vs.		vs.	PY Actual (PY TY /	Actual CY
	Actual	(Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	(Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	No. of COMPLETED Actual CY Quarters)	vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment	* Enrollment Data Based on Last Actual Quarter Completed	ast Actual Qua	rter Completed	_						
ELMIRA CITY SD	1	•	1				1				×.
ADDISON CSD			1			1					
CORNING CITY SD	X	'	X			X	X		1		I
ELMIRA HEIGHTS CSD	ł	•				E.				8	
HORSEHEADS CSD	5		2			2	5			2	3
THOUSAND ISLANDS CSD	ľ	•	ł			ł	1				1
TIOGA CSD	č		100				ĉ				
WAVERLY CSD	3						3				1
	I	•	£			Ĩ	R			E	X
	ж	т					1				
	I	'	x			X	X			2	I
	ł	•	£			8				2	
	3		3			3	3		_	2	3
	ĩ	'	1			ł	Ĭ				ł
	C		E.								
ALL OTHER School Districts: (Count = 0)		2015									X
TOTAL ENROLLMENT			1				5			a [
										2	
		'	1						_		1
EXPENSES PER PUPIL	1	1	1			1	ĩ			1	3



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

FINANCIAL STATEMENTS

JUNE 30, 2021

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June 30, 2021

Financial Statements

Independent Auditors' Report

Financial Statements

Notes to Financial Statements

Reporting Required by Government Auditing Standards

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



CERTIFIED PUBLIC ACCOUNTANTS

p:716.856.3300 | f:716.856.2524 | www.LumsdenCPA.com

INDEPENDENT AUDITORS' REPORT

The Board of Trustees Finn Academy: An Elmira Charter School

We have audited the accompanying balance sheets of Finn Academy: An Elmira Charter School (the School) as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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

Other Reporting Required by Government Auditing Standards

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

umilen & McCormick, LLP

October 20, 2021

Balance Sheets

June 30,	20	21		2020
Assets				
Current assets:				
Cash	\$ 1,2	240,828	\$	1,585,674
Receivables (Note 2)	3	331,229		263,555
Prepaid expenses and other		74,954		76,151
	1,6	6 47,0 11		1,925,380
Property and equipment, net (Note 3)	;	793,780		820,455
Restricted cash		75,000		75,000
	\$ 2,!	515,791	\$	2,820,835
Liabilities and Net Assets				
Current liabilities:				
Current portion of long-term debt	\$	3,270	Ş	4,593
Accounts payable and accrued expenses Deferred revenue	:	586,785		512,178 1,271
Defenteurevenue		590,055		518,042
Long-term debt		-		3,270
Paycheck Protection Program Ioan (Note 9)		-		654,160
Net assets:				
Without donor restrictions	1,9	925,736		1,645,363
	\$ 2,5	515,791	\$	2,820,835

Statements of Activities

For the years ended June 30,	2021	2020
Support and revenue:		
Enrollment fees:		
Resident students	\$ 4,136,901	\$ 4,757,960
Resident students with disabilities	198,182	249,195
Contributions:		
Federal, state and local awards	396,410	314,380
Paycheck Protection Program (Note 9)	654,160	-
Fundraising and other income	22,904	16,690
Total support and revenue	5,408,557	5,338,225
Expenses:		
Program expenses:		
Regular education	3,247,154	3,357,938
Special education	364,429	423,599
Other program	595,987	507,418
Supporting services:		
Management and general	920,614	975,417
Total expenses	 5,128,184	5,264,372
Change in net assets	280,373	73,853
Net assets - beginning	 1,645,363	1,571,510
Net assets - ending	\$ 1,925,736	\$ 1,645,363

Statement of Functional Expenses

For the year ended June 30, 2021

	Number of		Regular	Special	Other	inagement		
	Positions		Education	ducation	Program	d General		Total
Administrative personnel	6.0	Ş		\$	\$ -	\$ 422,751	Ş	422,751
Instructional personnel	50.0		1,968,777	243,512	-	-		2,212,289
Non-instructional personnel	6.0		-	-	126,971	107,517		234,488
Total salaries	62.0	\$	1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$	2,869,528
Salaries		\$	1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$	2,869,528
Employee benefits and payroll taxes			484,626	59,941	31,255	130,528		706,350
Classroom supplies and materials			94,096	-	-	-		94,096
Copier lease			25,053	-	-	-		25,053
Dues and subscriptions			6,017	-	-	-		6,017
Fieldtrips			185	-	-	-		185
Food service			-	-	156,164	-		156,164
Insurance			41,044	5,863	2,932	8,795		58,634
Interest			460	-	-	-		460
Rent			131,600	18,800	9,400	28,200		188,000
Office expense			4,428	-	-	14,204		18,632
Other expenses			26,735	464	5,933	3,631		36,763
Printing and promotion			1,960	-	-	-		1,960
Professional fees			4,940	-	-	143,358		148,298
Recruitment			-	-	-	7,857		7,857
Repairs and maintenance			113,940	16,277	8,139	24,416		162,772
Staff development			15,911	-	-	-		15,911
Student testing and assessment			23,215	-	-	-		23,215
Student activities			-	-	12,090	-		12,090
Technology			159,001	-	-	-		159,001
Telephone			7,946	-	-	-		7,946
Travel and conferences			222	-	-	-		222
Transportation			-	-	233,318	-		233,318
Utilities			51,454	 7,351	 3,675	 11,026		73,506
			3,161,610	352,208	589,877	902,283		5,005,978
Depreciation			85,544	12,221	6,110	18,331		122,206
Total		\$	3,247,154	\$ 364,429	\$ 595,987	\$ 920,614	\$	5,128,184

Statement of Functional Expenses

For the year ended June 30, 2020

	Number of		Regular		Special		Other	Ma	nagement		
	Positions		Education	E	ducation		Program		d General		Total
Administrative personnel	6.0	\$		\$	-	\$		\$	417,291	\$	417,291
Instructional personnel	50.0		2,030,531		292,006		-		-		2,322,537
Non-instructional personnel	6.0		-		-		116,259		114,113		230,372
Total salaries	62.0	\$	2,030,531	\$	292,006	\$	116,259	\$	531,404	\$	2,970,200
Salaries		\$	2,030,531	Ś	292,006	\$	116,259	Ś	531,404	\$	2,970,200
Employee benefits and payroll taxes		Ŷ	482,099	Ŷ	69,330	Ŷ	27,603	Ŷ	126,168	Ŷ	705,200
Classroom supplies and materials			119,787		-						119,787
Copier lease			43,421		-		-		-		43,421
Dues and subscriptions			700		-		-		-		700
Fieldtrips			10,906		-		-		-		10,906
Food service			-		-		155,899		-		155,899
Insurance			50,017		7,145		3,573		10,718		71,453
Interest			810		-		-		-		810
Rent			168,000		24,000		12,000		36,000		240,000
Office expense			4,049		-		-		15,523		19,572
Other expenses			17,164		1,632		473		19,422		38,691
Printing and promotion			1,187		-		-		-		1,187
Professional fees			150		-		-		169,522		169,672
Recruitment			-		-		-		22,433		22,433
Repairs and maintenance			72,295		10,328		5,164		15,491		103,278
Staff development			91,225		-		-		-		91,225
Student testing and assessment			25,040		-		-		-		25,040
Student activities			-		-		13,189		-		13,189
Technology			94,085		-		-		-		94,085
Telephone			8,931		-		-		-		8,931
Travel and conferences			3,438		-		-		-		3,438
Transportation			-		-		163,680		-		163,680
Utilities			54,032		7,719		3,859		11,578		77,188
			3,277,867		412,160		501,699		958,259		5,149,985
Depreciation			80,071		11,439		5,719		17,158		114,387
Total		\$	3,357,938	\$	423,599	\$	507,418	\$	975,417	\$	5,264,372

Statements of Cash Flows

For the years ended June 30,	2021	2020
Operating activities:		
Cash received from enrollment fees	\$ 4,387,011 \$	4,876,683
Cash received from contributions		
	275,537	380,272
Cash received from other sources	22,904	27,125
Payments to employees for services and benefits	(3,508,672)	(3,274,776)
Payments to vendors and suppliers	(1,421,042)	(1,485,281)
Interest paid	(460)	(810)
Net operating activities	(244,722)	523,213
Investing activities:		
Property and equipment expenditures	(95,531)	(260,596)
Financing activities:		
Principal payments on long-term debt	(4,593)	(4,243)
Proceeds from Paycheck Protection Program loan		654,160
Net financing activities	(4,593)	649,917
Net change in cash and restricted cash	(344,846)	912,534
Cash and restricted cash - beginning	1,660,674	748,140
Cash and restricted cash - ending	<mark>\$ 1,315,828</mark> \$	1,660,674

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Finn Academy: An Elmira Charter School (the School), operates a charter school in the City of Elmira, New York (the City) authorized by the Board of Regents of the University of the State of New York. The School offered classes from kindergarten through sixth grade in 2021 (kindergarten through seventh grade in 2020). The School is chartered through July 2023 and continued operations are contingent upon approval of its charter renewal.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2021, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk since it may exceed insured limits at various times throughout the year. The School complies with a requirement to hold no less than \$75,000 in an escrow account to pay legal and audit expenses that would be associated with dissolution should it occur. This is included as restricted cash on the balance sheets as of June 30, 2021 and 2020.

Property and Equipment:

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

Revenue Recognition:

Enrollment Fees

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

Contributions

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

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

Receivables

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under Section 501(a) of the Internal Revenue Code.

Use of Estimates:

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

Functional Expense Allocation:

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

2. Receivables:

	2021	2020
Enrollment fees	\$ 371,627	\$ 363,555
Contributions	 119,6 02	-
	491 ,22 9	363,555
Less allowance for doubtful collections	 160,000	100,000
	\$ 331,229	\$ 263,555

3. Property and Equipment:

		2021	2020
Building improvements	\$	732,727	\$ 711,403
Instructional and office equipment		514,190	439,983
	1	L ,246,917	1,151,386
Less accumulated depreciation		453,137	330,931
	\$	793,780	\$ 820,455

4. Short-Term Borrowings:

The School has available a \$250,000 unsecured bank demand line of credit with interest payable at prime plus 1%. The line is subject to the usual terms and conditions applied by the bank for working capital financing and is annually reviewed and renewed. There were no borrowings on the line of credit at June 30, 2021 and 2020.

5. Retirement Plans:

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

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

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

Pursuant to Article 11 of Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate is 9.53% of the annual covered payroll for the year ended June 30, 2021, and 8.86% for the year ended June 30, 2020. The required contributions for the years ended June 30, 2021 and 2020 TRS were \$212,517 and \$198,030.

The School also has a 403(b) pension plan covering selected employee groups. The School contributes 5% of noninstructional, qualifying employees' salaries to the plan, subject to certain limitations. The School's pension expense was \$19,344 and \$23,517 for the years ended June 30, 2021 and 2020.

6. Operating Lease:

The School leases property under the terms of a noncancelable operating lease. The School's rent expense was \$188,000 and \$240,000 for the years ended June 30, 2021 and 2020.

Future minimum annual rentals due are \$188,000 each year through 2025.

7. Contingencies:

The School is subject to claims and lawsuits that arise in the ordinary course of business. Management does not believe these claims will have a material adverse effect on the School.

8. Financial Assets Available for Operating Purposes:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures. If necessary, the School also has access to a \$250,000 bank demand line of credit (Note 4).

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2021 and 2020:

	 2021	2020
Cash available for operations	\$ 1,240,828	\$ 1,585,674
Receivables	 331,229	263,555
	\$ 1,572,057	\$ 1,849,229

9. Risks and Uncertainties due to COVID-19:

On January 31, 2020, the United States Secretary of Health and Human Services (HHS) declared a public health emergency related to the global spread of coronavirus COVID-19, and a pandemic was declared by the World Health Organization in February 2020. Efforts to fight the widespread disease included limiting or closing many businesses and all schools and resulted in a severe disruption of operations for many organizations.

In March 2020, the School transitioned to remote instruction for the remainder of the 2019-20 School year. During the 2020-21 School year, the School provided a hybrid in-person and remote instruction model in compliance with all government safety mandates.

In June 2020, the School received a loan of \$654,160 from the Small Business Administration (SBA) under the Paycheck Protection Program of the Coronavirus Aid, Relief and Economic Security (CARES) Act. The School has met the required conditions established by the SBA for loan forgiveness as of June 30, 2021 and the proceeds have been recognized as contributions revenue in the accompanying 2021 statement of activities.

The full extent of the impact of COVID-19 on the School's operational and financial performance will depend on further developments, including the duration and spread of the outbreak, and its impact on schools, including its students and families, employees, and vendors, none of which can be predicted.



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

The Board of Trustees Finn Academy: An Elmira Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Finn Academy: An Elmira Charter School (the School), which comprise the balance sheet 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, and have issued our report thereon dated October 20, 2021.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

umiden & McCormick, LLP

October 20, 2021

FINANCIAL STATEMENTS

JUNE 30, 2021

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees Finn Academy: An Elmira Charter School

We have audited the accompanying balance sheets of Finn Academy: An Elmira Charter School (the School) as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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

Other Reporting Required by Government Auditing Standards

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

umilen & McCormick, LLP

October 20, 2021

Balance Sheets

June 30,	:	2021	2020
Assets			
Current assets:			
Cash	\$:	1,240,828	\$ 1,585,674
Receivables (Note 2)		331,229	263,555
Prepaid expenses and other		74,954	76,151
		1,647,011	1,925,380
Property and equipment, net (Note 3)		793,780	820,455
Restricted cash		75,000	75,000
	\$ 2	2,515,791	\$ 2,820,835
Liabilities and Net Assets			
Current liabilities:			
Current portion of long-term debt	\$	3,270	\$ 4,593
Accounts payable and accrued expenses Deferred revenue		586,785	512,178
Deferred revenue		- 590,055	 1,271 518,042
		,	/ -
Long-term debt		-	3,270
Paycheck Protection Program Ioan (Note 9)		-	654,160
Net assets:			
Without donor restrictions	:	1,925,736	1,645,363
	\$ 2	2,515,791	\$ 2,820,835

Statements of Activities

For the years ended June 30,	2021	2020
Support and revenue:		
Enrollment fees:		
Resident students	\$ 4,136,901	\$ 4,757,960
Resident students with disabilities	198,182	249,195
Contributions:		
Federal, state and local awards	396,410	314,380
Paycheck Protection Program (Note 9)	654,160	-
Fundraising and other income	22,904	16,690
Total support and revenue	5,408,557	5,338,225
Expenses:		
Program expenses:		
Regular education	3,247,154	3,357,938
Special education	364,429	423,599
Other program	595,987	507,418
Supporting services:		
Management and general	920,614	975,417
Total expenses	 5,128,184	5,264,372
Change in net assets	280,373	73,853
Net assets - beginning	 1,645,363	1,571,510
Net assets - ending	\$ 1,925,736	\$ 1,645,363

Statement of Functional Expenses

For the year ended June 30, 2021

	Number of		Regular	Special	Other	inagement		
	Positions		Education	ducation	Program	d General		Total
Administrative personnel	6.0	Ş		\$	\$ -	\$ 422,751	Ş	422,751
Instructional personnel	50.0		1,968,777	243,512	-	-		2,212,289
Non-instructional personnel	6.0		-	-	126,971	107,517		234,488
Total salaries	62.0	\$	1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$	2,869,528
Salaries		\$	1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$	2,869,528
Employee benefits and payroll taxes			484,626	59,941	31,255	130,528		706,350
Classroom supplies and materials			94,096	-	-	-		94,096
Copier lease			25,053	-	-	-		25,053
Dues and subscriptions			6,017	-	-	-		6,017
Fieldtrips			185	-	-	-		185
Food service			-	-	156,164	-		156,164
Insurance			41,044	5,863	2,932	8,795		58,634
Interest			460	-	-	-		460
Rent			131,600	18,800	9,400	28,200		188,000
Office expense			4,428	-	-	14,204		18,632
Other expenses			26,735	464	5,933	3,631		36,763
Printing and promotion			1,960	-	-	-		1,960
Professional fees			4,940	-	-	143,358		148,298
Recruitment			-	-	-	7,857		7,857
Repairs and maintenance			113,940	16,277	8,139	24,416		162,772
Staff development			15,911	-	-	-		15,911
Student testing and assessment			23,215	-	-	-		23,215
Student activities			-	-	12,090	-		12,090
Technology			159,001	-	-	-		159,001
Telephone			7,946	-	-	-		7,946
Travel and conferences			222	-	-	-		222
Transportation			-	-	233,318	-		233,318
Utilities			51,454	7,351	3,675	11,026		73,506
			3,161,610	 352,208	589,877	902,283		5,005,978
Depreciation			85,544	12,221	6,110	18,331		122,206
Total		\$	3,247,154	\$ 364,429	\$ 595,987	\$ 920,614	\$	5,128,184

Statement of Functional Expenses

For the year ended June 30, 2020

	Number of		Regular		Special		Other	Ma	nagement		
	Positions		Education	E	ducation		Program		d General		Total
Administrative personnel	6.0	\$		\$	-	\$	-	\$	417,291	\$	417,291
Instructional personnel	50.0		2,030,531		292,006		-		-		2,322,537
Non-instructional personnel	6.0		-		-		116,259		114,113		230,372
Total salaries	62.0	\$	2,030,531	\$	292,006	\$	116,259	\$	531,404	\$	2,970,200
Salaries		\$	2,030,531	Ś	292,006	\$	116,259	Ś	531,404	\$	2,970,200
Employee benefits and payroll taxes		Ŷ	482,099	Ŷ	69,330	Ŷ	27,603	Ŷ	126,168	Ŷ	705,200
Classroom supplies and materials			119,787		-						119,787
Copier lease			43,421		-		-		-		43,421
Dues and subscriptions			700		-		-		-		700
Fieldtrips			10,906		-		-		-		10,906
Food service			-		-		155,899		-		155,899
Insurance			50,017		7,145		3,573		10,718		71,453
Interest			810		-		-		-		810
Rent			168,000		24,000		12,000		36,000		240,000
Office expense			4,049		-		-		15,523		19,572
Other expenses			17,164		1,632		473		19,422		38,691
Printing and promotion			1,187		-		-		-		1,187
Professional fees			150		-		-		169,522		169,672
Recruitment			-		-		-		22,433		22,433
Repairs and maintenance			72,295		10,328		5,164		15,491		103,278
Staff development			91,225		-		-		-		91,225
Student testing and assessment			25,040		-		-		-		25,040
Student activities			-		-		13,189		-		13,189
Technology			94,085		-		-		-		94,085
Telephone			8,931		-		-		-		8,931
Travel and conferences			3,438		-		-		-		3,438
Transportation			-		-		163,680		-		163,680
Utilities			54,032		7,719		3,859		11,578		77,188
			3,277,867		412,160		501,699		958,259		5,149,985
Depreciation			80,071		11,439		5,719		17,158		114,387
Total		\$	3,357,938	\$	423,599	\$	507,418	\$	975,417	\$	5,264,372

Statements of Cash Flows

For the years ended June 30,	2021	2020
Operating activities:		
Cash received from enrollment fees	\$ 4,387,011 \$	4,876,683
Cash received from contributions		
	275,537	380,272
Cash received from other sources	22,904	27,125
Payments to employees for services and benefits	(3,508,672)	(3,274,776)
Payments to vendors and suppliers	(1,421,042)	(1,485,281)
Interest paid	(460)	(810)
Net operating activities	(244,722)	523,213
Investing activities:		
Property and equipment expenditures	(95,531)	(260,596)
Financing activities:		
Principal payments on long-term debt	(4,593)	(4,243)
Proceeds from Paycheck Protection Program loan		654,160
Net financing activities	(4,593)	649,917
Net change in cash and restricted cash	(344,846)	912,534
Cash and restricted cash - beginning	1,660,674	748,140
Cash and restricted cash - ending	<mark>\$ 1,315,828</mark> \$	1,660,674

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Finn Academy: An Elmira Charter School (the School), operates a charter school in the City of Elmira, New York (the City) authorized by the Board of Regents of the University of the State of New York. The School offered classes from kindergarten through sixth grade in 2021 (kindergarten through seventh grade in 2020). The School is chartered through July 2023 and continued operations are contingent upon approval of its charter renewal.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2021, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk since it may exceed insured limits at various times throughout the year. The School complies with a requirement to hold no less than \$75,000 in an escrow account to pay legal and audit expenses that would be associated with dissolution should it occur. This is included as restricted cash on the balance sheets as of June 30, 2021 and 2020.

Property and Equipment:

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

Revenue Recognition:

Enrollment Fees

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

Contributions

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

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

Receivables

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under Section 501(a) of the Internal Revenue Code.

Use of Estimates:

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

Functional Expense Allocation:

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

2. Receivables:

	2021	2020
Enrollment fees	\$ 371,627	\$ 363,555
Contributions	 119,6 02	-
	491 ,22 9	363,555
Less allowance for doubtful collections	 160,000	100,000
	\$ 331,229	\$ 263,555

3. Property and Equipment:

		2021	2020
Building improvements	\$	732,727	\$ 711,403
Instructional and office equipment		514,190	439,983
	1	L ,246,917	1,151,386
Less accumulated depreciation		453,137	330,931
	\$	793,780	\$ 820,455

4. Short-Term Borrowings:

The School has available a \$250,000 unsecured bank demand line of credit with interest payable at prime plus 1%. The line is subject to the usual terms and conditions applied by the bank for working capital financing and is annually reviewed and renewed. There were no borrowings on the line of credit at June 30, 2021 and 2020.

5. Retirement Plans:

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

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

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

Pursuant to Article 11 of Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate is 9.53% of the annual covered payroll for the year ended June 30, 2021, and 8.86% for the year ended June 30, 2020. The required contributions for the years ended June 30, 2021 and 2020 TRS were \$212,517 and \$198,030.

The School also has a 403(b) pension plan covering selected employee groups. The School contributes 5% of noninstructional, qualifying employees' salaries to the plan, subject to certain limitations. The School's pension expense was \$19,344 and \$23,517 for the years ended June 30, 2021 and 2020.

6. Operating Lease:

The School leases property under the terms of a noncancelable operating lease. The School's rent expense was \$188,000 and \$240,000 for the years ended June 30, 2021 and 2020.

Future minimum annual rentals due are \$188,000 each year through 2025.

7. Contingencies:

The School is subject to claims and lawsuits that arise in the ordinary course of business. Management does not believe these claims will have a material adverse effect on the School.

8. Financial Assets Available for Operating Purposes:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures. If necessary, the School also has access to a \$250,000 bank demand line of credit (Note 4).

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2021 and 2020:

	 2021	2020
Cash available for operations	\$ 1,240,828	\$ 1,585,674
Receivables	 331,229	263,555
	\$ 1,572,057	\$ 1,849,229

9. Risks and Uncertainties due to COVID-19:

On January 31, 2020, the United States Secretary of Health and Human Services (HHS) declared a public health emergency related to the global spread of coronavirus COVID-19, and a pandemic was declared by the World Health Organization in February 2020. Efforts to fight the widespread disease included limiting or closing many businesses and all schools and resulted in a severe disruption of operations for many organizations.

In March 2020, the School transitioned to remote instruction for the remainder of the 2019-20 School year. During the 2020-21 School year, the School provided a hybrid in-person and remote instruction model in compliance with all government safety mandates.

In June 2020, the School received a loan of \$654,160 from the Small Business Administration (SBA) under the Paycheck Protection Program of the Coronavirus Aid, Relief and Economic Security (CARES) Act. The School has met the required conditions established by the SBA for loan forgiveness as of June 30, 2021 and the proceeds have been recognized as contributions revenue in the accompanying 2021 statement of activities.

The full extent of the impact of COVID-19 on the School's operational and financial performance will depend on further developments, including the duration and spread of the outbreak, and its impact on schools, including its students and families, employees, and vendors, none of which can be predicted.



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CERTIFIED PUBLIC ACCOUNTANTS

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

The Board of Trustees Finn Academy: An Elmira Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Finn Academy: An Elmira Charter School (the School), which comprise the balance sheet 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, and have issued our report thereon dated October 20, 2021.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

umiden & McCormick, LLP

October 20, 2021



Transmittal Form Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

Charter School Name:	Finn Academy: An Elmira Charter School	*
Audit Period:	2020-21	¥
Prior Period:	2019-20	
Report Due Date:	Monday, November 1, 2021	
School Fiscal Contact Name:	Lisa Kirisits, CPA	
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	Lumsden & McCormick, LLP	
School Audit Contact Name:	Donna Gonser	
School Audit Contact Email:		
School Audit Contact Phone:		

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

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

	If not included , state the reason(s) below. Or, if not applicable fill in "N/A"):
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
3) Corrective Action Plan	N/A

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Statement of Financial Position as of June 30, 2021

ASSETS		2020-21	 2019-20
CURRENT ASSETS Cash and cash equivalents Grants and contracts receivable Accounts receivables Prepaid expenses Contributions and other receivables	TOTAL CURRENT ASSETS	\$ 1,240,828 - 331,229 74,954 - 1,647,011	\$ 1,585,674 - 263,555 76,151 - 1,925,380
PROPERTY, BUILDING AND EQUIPMENT, net		 793,780	 820,455
OTHER ASSETS		 75,000	 75,000
	TOTAL ASSETS	 2,515,791	 2,820,835
LIABILITIES AND NET	ASSETS		
<u>CURRENT LIABILITIES</u> Accounts payable and accrued expenses Accrued payroll and benefits Deferred Revenue Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable		\$ 586,785 - - 3,270	\$ 512,178 - 1,271 4,593
Other	TOTAL CURRENT LIABILITIES	 590,055	 - 518,042
LONG-TERM LIABILITIES Deferred Rent All other long-term debt and notes payable, net o	current maturities TOTAL LONG-TERM LIABILITIES	 - - -	 - 657,430 657,430
	TOTAL LIABILITIES	 590,055	 1,175,472
<u>NET ASSETS</u> Without Donor Restrictions With Donor Ristrictions		 1,925,736	 1,645,363
	TOTAL NET ASSETS	 1,925,736	 1,645,363
	TOTAL LIABILITIES AND NET ASSETS	 2,515,791	 2,820,835

CK - Should be zero

-

Statement of Activities

as of June 30, 2021

	Without Donor	2020-21 With Donor		2019-20
	Restrictions	Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,136,901	\$ -	\$ 4,136,901	\$ 4,757,960
Students with disabilities	198,182		198,182	249,195
Grants and Contracts	,		,	
State and local	-	-	-	
Federal - Title and IDEA	396,410	-	396,410	314,380
Federal - Other	-		·	,
Other	654,160	-	654,160	
NYC DoE Rental Assistance	-	-	·	
Food Service/Child Nutrition Program	-			
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,385,653		5,385,653	5,321,535
EXPENSES				
Program Services	ć 2 247 1F4	ć	ć 2.247.1F4	ć <u> </u>
Regular Education	\$ 3,247,154		- \$ 3,247,154 . 364,429	\$ 3,357,938
Special Education	364,429		595,987	423,599
Other Programs	595,987	-	,	507,418
Total Program Services	4,207,570	-	4,207,570	4,288,955
Management and general	920,614	-	920,614	975,417
Fundraising				
TOTAL OPERATING EXPENSES	5,128,184	-	5,128,184	5,264,372
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	257,469	-	257,469	57,163
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$-	\$.	- \$ -	\$ -
Individuals	-	-	-	-
Corporations	-		-	
Fundraising	22,904		22,904	16,690
Interest income	-		-	
Miscellaneous income	-		-	
Net assets released from restriction	-			-
TOTAL SUPPORT AND OTHER REVENUE	22,904	-	22,904	16,690
CHANGE IN NET ASSETS	280,373	-	280,373	73,853
NET ASSETS BEGINNING OF YEAR	1,645,363		1,645,363	1,571,510
PRIOR YEAR/PERIOD ADJUSTMENTS		-		
NET ASSETS END OF YEAR	\$ 1,925,736	A	\$ 1,925,736	\$ 1,645,363

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Statement of Cash Flows as of June 30, 2021

	 2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	4,387,011	4,876,683
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	(1,421,042)	(1,485,281)
Accrued Expenses	(3,508,672)	(3,274,776)
Accrued Liabilities	-	-
Contributions and fund-raising activities	275,537	380,272
Miscellaneous sources	22,904	27,125
Deferred Revenue	-	-
Interest payments	(460)	(810)
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (244,722)	\$ 523,213
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(95,531)	(260,596)
Other	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (95,531)	\$ (260,596)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(4,593)	(4,243)
Other	-	654,160
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (4,593)	\$ 649,917
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (344,846)	\$ 912,534
Cash at beginning of year	 1,660,674	 748,140
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,315,828	\$ 1,660,674

Statement of Functional Expenses as of June 30, 2021 A of Positions Recision Services			FINN AC	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL	<i>VIRA CHARTER</i>	SCHOOL				
No. of Positions Program Services Supporting Services Supporting Services Total Regular Frequent 000 1968/77 243,512 12,6971 243,512 12,6971 243,512 12,6971 243,512 12,6971 233,526 422,751 242,751 242,751 242,751 242,751 242,751 242,751 242,751 242,751 22,751 22,751 22,751 22,751 22,751 22,751 22,751 22,751 22,751 22,751 22,751 22,72751 22,72,751			S	atement of Fur as of June	nctional Expens : 30, 2021	ses				
Program Services Program Services Supporting Services Supporting Services No. of Position Flucation Total Find-raising General Total Total 6 0 1968/77 243,512 2 5					50)20-21				2019-20
No. of Position Regular Indi-rising Amangement and General Total Total <th></th> <th></th> <th>Program</th> <th>Services</th> <th></th> <th></th> <th>Supporting Services</th> <th></th> <th></th> <th></th>			Program	Services			Supporting Services			
tel 5 5 5 5 5 5 5 5 5 5 6 107 <th>No. of Positions</th> <th>Regular</th> <th>Snacial Education</th> <th>Other Education</th> <th>Total</th> <th>Eund_traiting</th> <th>Management and</th> <th>Total</th> <th>Total</th> <th></th>	No. of Positions	Regular	Snacial Education	Other Education	Total	Eund_traiting	Management and	Total	Total	
lef 6.00 1.968,777 2.43,512 2.212,289 4.22,751 4	Personnel Services Costs			Suiter Luucarion			Quiciai	10101	¢	v
50.00 1.968,77 243,512 $-$ 2.212,289 $ -$	ersonnel	, ,	, ,	' `	`	۱ Դ	422,751	422,751	422,751	417,291
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		1,968,777	243,512		2,212,289	1		1	2,212,289	2,322,537
62.00 1.968/77 243,512 126,971 2,339,260 530,268 530,758 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 23,873 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,416 24,				126,971	126,971	•	107,517	107,517	234,488	230,372
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		1,968,777	243,512	126,971	2,339,260	1	530,268	530,268	2,869,528	2,970,200
	Fringe Benefits & Payroll Taxes	327,265	40,478	21,106	388,849	1	88,145	88,145	476,994	489,025
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Retirement	157,361	19,463	10,149	186,973	1	42,383	42,383	229,356	216,175
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Management Company Fees					1				,
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Legal Service					1	23,873	23,873	23,873	42,425
	Accounting / Audit Services					1	110,996	110,996	110,996	90,720
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Other Purchased / Professional / Consulting Services	4,940			4,940	1	8,489	8,489	13,429	36,527
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Building and Land Rent / Lease / Facility Finance Interest	131,600	18,800	9,400	159,800	1	28,200	28,200	188,000	240,000
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Repairs & Maintenance	113,940	16,277	8,139	138,356	1	24,416	24,416	162,772	103,278
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Insurance	41,044		2,932	49,839	1	8,795	8,795	58,634	71,453
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Utilities	59,400		3,675	70,426	1	11,026	11,026	81,452	86,119
t $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $15,911$ $12,912$ $13,912$	Supplies / Materials	100,113	'	ı	100,113	1	I	'	100,113	119,787
$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	Equipment / Furnishings			I		1	I		I	ı
ultment - - - - - 159,001 7,857 7,857 7,857 7,857 7,857 159,001 - - 1 - - 1 - - 1 - - 1 - - 1 - - 1 1 - - 1 - - 1 - - 1 - - - 1 - - 1 - - - - 1 - - - 1 1 - - 1 - - - 1 1 - - - 1 - - 1 <th1< td="" th<=""><td>Staff Development</td><td>15,911</td><td></td><td></td><td>15,911</td><td>1</td><td>ı</td><td>,</td><td>15,911</td><td>94,663</td></th1<>	Staff Development	15,911			15,911	1	ı	,	15,911	94,663
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Marketing / Recruitment	ı	'	I	ı	1	7,857	7,857	7,857	22,433
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Technology	159,001		ı	159,001	1	I		159,001	94,085
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Food Service			156,164	156,164	1			156,164	155,899
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Student Services	23,400		245,408	268,808	1	I	,	268,808	212,815
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Office Expense	31,441			31,441	1	14,204	14,204	45,645	64,180
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Depreciation	85,544		6,110	103,875	1	18,331	18,331	122,206	114,387
\$ 3.247.154 \$ 364.429 \$ 595.987 \$ 4.207.570 \$ - \$ 920.614 \$ 920.614 \$	OTHER	27,417		5,933	33,814	1	3,631	3,631	37,445	40,201
	Total Expenses	\$ 3,247,154	\$ 364,429	\$	\$ 4,207,570	Ŷ	\$ 920,614 \$	920,614	\$ 5,128,184	\$ 5,264,372



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corpora	ation, Trustee Name and Position(s)
Name of education corporation:	Finn Academy: An Elmira Chorter School aya Patel
Name of trustee (print):	aya Patel
	Secretary, Chair of Covernance
Email Address:	0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0, 0
Home Address	Business Address
Please complete with <i>changes</i> only:	Plea <u>se complete with <i>changes</i> only:</u>
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:
	Questions
 Are you, or have you been during the lasts choor education corporation? [If you check yes, a nsw 	

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.



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

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

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

Trustee Signature

Signature:

 $Magab J M H = \frac{1}{2} \int \frac{1}{2} \int$



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

	Education Corporation,	Trustee Name and Position(s)	
Na	me of education corporation: FINN ACAT me of trustee (print): Anna C. Stow	DEMY	
Na	me of trustee (print): Anna C. Stow	orll (
	sition(s) on board, if any (e.g., chair, asurer, committee chair, etc.):		aaan aanaa maanay ka
Err	nail Address:		
	Home Address	Business Ad	dress
Ċ	Please complete with <i>changes</i> only:	Please complete with	changes only
Str	cet :	Business Name	
Cit	y, Sta	Street:	
Pho	one:	City, State Zip:	
		Phone:	
	0	uestions	
1)	Are you, or have you been during the last school year (J education corporation? [If you check yes , answer 1 <i>a</i>), 2	luly 1-June 30), an employee of the	O Yes 🖉 No
	1a) Description of the position:		
	1b) Salary:		
	1c) Start date:		

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

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

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

None				I		1
Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
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	5 					
annen men en e				· ·		

Trustee Signature

Signature:

have C Stowell

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

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2021 DISCLOSURE OF FINANCIAL INTEREST FORM

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

Education Corporati	ion, Trustee Name and Position(s)
Name of education corporation:	
Name of trustee (print):	Juli Koski
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	JIII KOSKI Treasurer
Email Address:	
Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
and the second process	Phone:
The second second second second second	Questions
) Are you, or have you been during the last school y education corporation? [If you check yes, answer	
1 <i>a</i>) Description of the position:	
1b) Salary:	
1c) Start date:	

the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

2020 DISCLOSURE OF FINANCIAL INTEREST FORM

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

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

□ None

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

Signature:

Trustee Signature

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

SUNY Charter Schools Institute | 353 Broadwav. Albanv. NY 12207 | (518) 445-4250 | charters@sunv.edu

The University of the State of New York THE STATE EDUCATION DEPARTMENT Office of Facilities Planning - Room 1060 Education Building Annex Albany, New York 12234

PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT

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

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

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INSTRUCTIONS

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

1

Part I: General Information and Fire/Life Safety History

Inspection Date
Note : Please insert the date the actual inspection took place. <i>The Inspection Date cannot be earlier than 45 days before the Due Date.</i>
resources provide a substant mendant and a solution of m
1. Please indicate the primary use of this facility:
C LEASED FACILITY OFF SCHOOL GROUNDS
OTHER
Please Specify:
⊖ storage
⊖ VACANT
2. Is there a fire sprinkler system in this facility? 🔿 YES 🕺 NO
If 'yes', is the sprinkler alarm connected with the building alarm? O YES O NO
3. Is there a fire hydrant system for facility protection? XYES O NO
If 'yes', indicate ownership of system (select one):
YPublic owned
O School owned
⊖ Other
Please Specify:

4. Indicate the ownership of this facility

Leased O Owned

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

101 E. WOOD			
	e an		
ELMIRA, N	M. 14901		
	0		
Telephone # *	2000 I 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	•	
·			
the District lease the bu	uilding or spaces within t	e building to others?	O YES 🛛
	or spaces many a		
f yes, indicate the tenan	t(s):		
f yes, indicate the tenan Name *	t(s):		
	t(s):		
	t(s):		
Name *			
Name *			
Name *			
Address *			
Name *			
Address *			

7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any nonconformances for Items #25A-1 through #26A-3

8. FIRE AND EMERGENCY DRILLS

If this facility is used for instruction, complete (a) - (g); otherwise go to question 9.

a. Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a co	py of	Section 8	07	
has been printed and distributed as guidance to teaching staff?	0	YES	0	NO
b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held	betw	veen		
September 1 and June 30 of the previous school year:		YES	0	NO

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31 Eight (8) drills are required to be evacuation drills Four (4) drills are required to be lockdown drills

		a a la constructiva e estado a la constructiva e estado e e e	n a seconda de la compañía de la com
	Date	Evacuation	Lockdown
1	9/30/25	K	O
2	1113 2)	×	0
3	39/21	ĸ	Э
4	3/10/21	K	ຍ
5 `	31121	×	О
6	1/21/21	ĸ	C
7	51821	×	C
8	6/1/21	K	о
9	1/24/21	O	K
10	315(2)	o	K
11	3/18/21	Ο	ĸ
12	6/10/21	0	X

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

We mare to remote instruction from October-January therefore we could not get the 8 in botwan Sept - December as we were not in building.

8d. Average time to eva	cuate facility was:	minutes	16 seconds		
9/1/05) which requires	ention instruction was provid every school in New York Sta prevention, and life safety fo	ate to provide a m	ninimum of 45 minut		
	ntion, evacuation, and fire s on F406 of the NYS Fire Cod		s provided, and reco	ords maintaine	d, in ONO
9. If the fire alarm syste	m was activated, was the fi	re department im	mediately notified?	YES	O NO
10. Have there been any	y fires in this facility since th	ne last annual fire	inspection report?	O YES	K NO
a. If 'yes', indicate:	Number of fires	Number of injurie	s Ta	tal cost of prop	erty damage

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

School District Facility #

Part II-A Part II-B Part II-B Part II-B (to be completed for public schools only - except "Big 4") Non-Conformance Non-Conformance Non-Conformance Non-Conformance Date Reinspected Date Reinspected Date Reinspected Reinspected Date Corrected Date Corrected Date Corrected Date Corrected Item # **4**£ # # Date Item i ltem ltem 19E-1 01A-2 08A-2 13A-2 01B-1 08B-2 13B-2 19F-1 08C-2 19G-1 01C-1 14A-2 19H-2 08D-2 01D-1 14B-2 01E-1 08E-2 14C-2 20A-1 09A-2 02A-2 09B-2 14D-1 20B-1 14E-1 20C-1 02B-1 09C-1 21A-3 15A-2 02C-3 09D-1 22A-3 09F-2 15B-1 02D-1 22B-3 09G-2 15C-2 02E-2 22C-3 15D-2 02F-3 10A-2 23A-1 10B-2 15E-1 02G-2 23B-1 16A-2 10C-1 16B-2 23C-1 03A-3 10D-1 16C-2 23D-2 03B-1 16D-2 24A-3 11A-2 17A-3 25A-1 04A-2 1**1B-**1 25B-1 11C-2 17B-2 04B-2 17C-2 25C-1 11D-2 04C-1 17D-2 11E-1 17E-1 26A-3 05A-3 If any additional 17F-3 12A-1 05B-2 non-conformances 12B-3 17G-1 05C-2 are observed, check item 12C-2 17H-2 26A-3 and list the Code section 171-2 12D-2 06A-1 below. 06B-1 12E-1 17J-1 17K-1 12F-1 06C-1 06D-2 12G-1 17L-1 18A-2 06E-3 12H-1 Inspector 18B-2 06F-1 121-1 The inspector has been 18C-2 06G-1 12J-1 provided with a copy of the 12K-1 18D-2 06H-2 previous year's school fire 19A-3 12L-1 safety report: 19B-2 07A-3 12M-1 12N-1 19C-1 07B-2 Yes____ No____ 19D-1 07C-2 120-2 All schools complete Section 8 only if the building has electrically-operated folding partitions. Name RICHARD KEYES Date 7-27-21 Initial Inspection: Fire Safety Inspector: Registry # (26E-4) Final Inspection (if required): Fire Safety Inspector: Name (26F-4)

Date

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to <u>Title 19 Part 1208</u>

Name: _ Title: _ Email: _		RD KEYES MARSHAL	Telephone #: Certification # (as designated by the NYS Department of State)	
Section	III-B. Buil	ding Administrator o	or Designee	

Please provide the name and contact information of the person responsible for monitoring this inspection (whomever accompanied the inspector; provided access to all spaces; and made available any records and/or required documentation requested by the inspector)

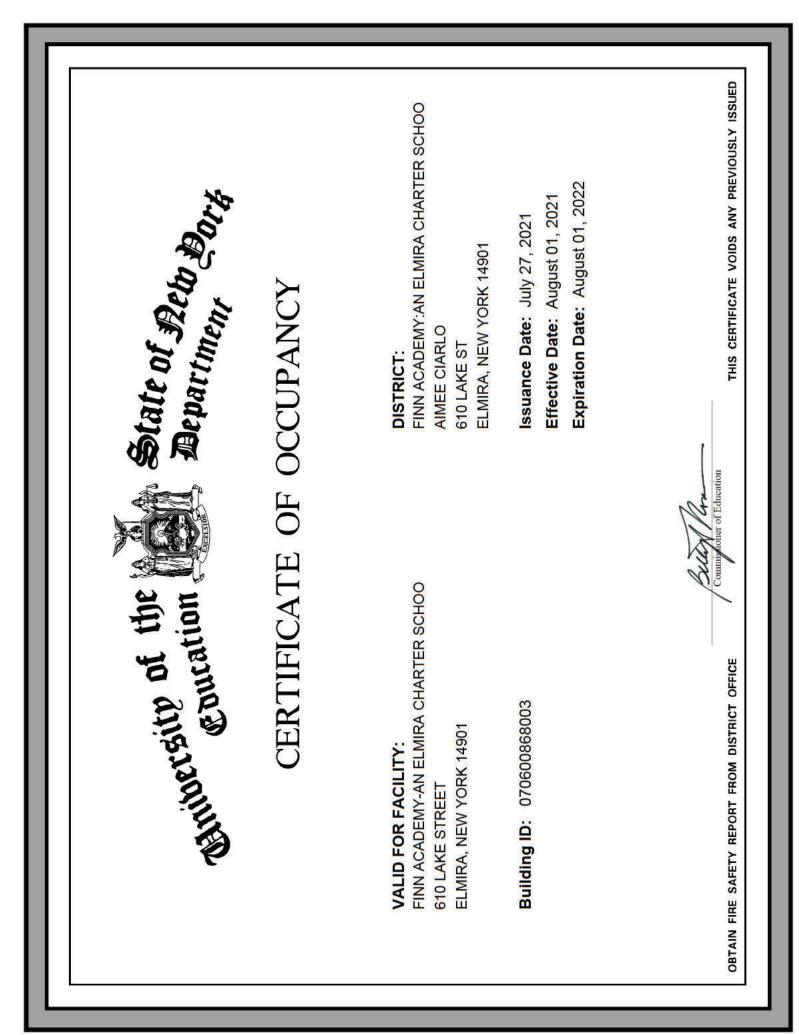
	is building inspection was conducted on this date
	e specific locations of any non-conformances
(provide inspection date) identified within thi	s report.
Name: Gordon Fulkvod	Telepł
Title: Sparcizor of DS&	Email:
•	Signature Acolor Julio .

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

- 1. Public notice of report availability has been published, and that
- 2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
- 3. Violations which are not corrected immediately shall be corrected within a period of time approved by the Commissioner.

Name: MARTINA BAFER	Telephone #:
Title:	
Emai	gnature Martino John



Important Dates & Breaks	Sept 1 Staff PD, Pre-Opening	Sept 2 Classroom/Building Prep	Sept 6 Labor Day	Sept 7 First Day of School for K-6	Oct. 8 Early Release Day					uec. 23-Jan 2 Winter break Jan. 17 Martin Luther King. Jr. Dav		Feb. 21-25 Mid-Winter Recess	Mar. 21 Staff PD, Parent-Teacher Conference Day	Anr 11-15 Snrine Break		2	Jun. 20 Juneteenth, No school	June 24 Last Day of School	July 18-29 Summer Session		No School for Scholars	Staff Professional Development days, No	Board Meetings	First & Last Days of School	State Testing for 3rd-6 th Graders	Staff PD Days 9/1, 9/2, 11/22, 11/23, 1/31, 3/21	C Extended Year Summer Session is Mandatory for all	Scholars. Please plan vacations and trips accordingly to accommodate these dates. ©	[★] Snow Days are observed according to ECSD ^{&}	Any ECSD Give Back Days Not Necessarily Observed Due to Charter	Total Number of School Days 183 Regular School Days	±10 Summer Session Days 193 Total Days
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