Entry 1 School Information and Cover Page

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Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer **(as of June 30, 2018)** or you may not be assigned the correct tasks.

a. SCHOOL NAME

(Select name from the drop down menu)

WILLIAMSBURG CHS (NYC CHANCELLOR)

b. CHARTER AUTHORIZER (As of June 30th, 2018)

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 14

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	198 Varet Street, Brooklyn, NY 11206	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Tanishia Williams
Title	Head of School
Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

www.thewcs.org

f. DATE OF INITIAL CHARTER

02/2004

g. DATE FIRST OPENED FOR INSTRUCTION

08/2004

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community.

Young people will accomplish this through their participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Student Centered And Therapeutically Supportive Environment With Advisors, Guidance Counselors, Social Workers, Grade Leaders, Deans, teachers, administrators and the Board of Trustees focused on the academic, social, and emotional development of our students WCHS, believes in the holistic growth of its students and aims to provide an environment that fosters the feeling of a second home. Each student is supported by a grade team comprised of a Grade Leader, Guidance Counselor, Dean and Advisor. Additional social-emotional support is provided by two Social Workers and a Clinical Counselor. This unique structure provides personalized attention to every student with the goal of ensuring all students are on track to graduate and are prepared for a College or Career path.
Variable 2	Rigorous, Responsive Educational Program WCHS supports its students in a way that prepares them to identify their goals post high school, including achieving acceptance into college and other higher education opportunities and preparing them for successful and productive careers as professionals.

Variable 3	College and Career Readiness Culture WCHS offers the opportunity for students to take AP and College credit bearing classes with our partner school NYC College of Technology. WCHS has created a College Going Culture that is being integrated into advisory classes. It teaches our students information about Postsecondary options that are available to them, scholarship opportunities, financial aid and college preparatory programs they can attend. As a collaborative community, we guide our students in producing strong applications intended to increase college acceptance and increased personal skills that aid in their post-secondary options.
Variable 4	Community Oriented Sibling and district enrollment preferences, parent representatives on the Board, partnerships with local businesses, schools and community organizations, an alumni association of 1,300 people, and a "shared space" culture for our school building keeps WCHS deeply embedded in the local community.
Variable 5	Literacy Across the Content Areas and Support for Struggling Readers As part of the school’s Keys to Literacy initiative, ninth grade teachers participate in monthly workshops where they learn how to implement literacy strategies in their content area. Sessions are led by Content Literacy coaches who then conduct classroom walkthroughs to provide feedback in the implementation literacy skills.
Variable 6	Interdepartmental Collaboration The school’s master schedule provides a common planning across the departments. Teachers engage in department meetings, professional learning teams, or co-planning during that time. Department leaders engage teachers in utilizing data to make informed instructional decisions.
Variable 7	Collaborative, Data-Driven Academics Launched in the spring of 2017, WCHS updated its approach to data and data driven instruction. The school adopted a four-year partnership with Renaissance Learning to ensure high-quality, norm referenced, computer adaptive assessments that is used to monitor student growth through his or her entire high school experience. Administered quarterly, the ELA and Math assessment data is used to personalize individual learning, dictate academic intervention and determine appropriate programmatic structures.
Variable 8	Multifaceted Learning Opportunities and Experiences WCHS offers a range of student opportunities (during the school day and after school) to engage students in a variety of experiences. Students have access to fully functional facilities: dance studio, an industry standard ceramics studio,

	and professional grade recording studio. Students also have access to a variety of intervention supports, courses, electives, and academic pathways: Honors and AP courses, comprehensive special education program, sports teams, learning abroad opportunities, on-site speech pathologist, career development and occupational studies courses, work based learning experiences and APEX Learning. WCHS seeks to offer a program that meets the social, emotional, and academic needs of all students.
Variable 9	Course Sequence and Academic Program Diversity Over the course of the 2017 spring semester and summer planning, members of the Instructional Leadership Team delved into work around building a more rigorous, more culturally relevant and more twenty-first century course sequence and academic program. The team worked to restructure classes to increase student interest and better equip them for a technologically diverse society. Increasing student choice and option (including time of day for classes), the academic program includes a variety of resources, learning tools and stimuli intended to not only build student capacity but also encourage and engage students in project based and service learning.
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018	946

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	9, 10, 11, 12

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	198 Varet Street, Brooklyn, NY 11206	[redacted]	NYC CSD 14	9-12	No	N/A
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tanishia Williams	[redacted]		
Operational Leader	Valerie Jacobson			
Compliance Contact	Katie Manion			
Complaint Contact	Lourdes Rivera-Putz			
DASA Coordinator	Justin Morris			

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

https://nysed-cso-reports.fluidreview.com/resp/17530058/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed-cso-reports.fluidreview.com/resp/17530058/nBJtmqxAKU/

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
		The School made		

1	Change in organizational structure	minor nonmaterial clarifications to the School's current organizational structure that reflect a return to an Academy Model, which was part of the School's initial design.	Sent to NYCDOE 10.3.2017	Sent to NYCDOE 10.3.2017
2	Other	The School made minor nonmaterial language updates to the School's goals that acknowledge changes to NYC DOE Surveys and Guides and did not fundamentally alter the School's mission, vision, or educational philosophy	Sent to NYCDOE 10.3.2017	Sent to NYCDOE 10.3.2017
3	Change in Bylaws	The School made minor nonmaterial updates to the School's Board of Trustees by-laws that will allow a Trustee to serve on the Board for the remainder of a School year if their term expires in the middle of the year, and/or to serve until another Trustee replaces said Trustee, if that Trustee established the minimum number of required Trustees on the Board. The School also corrected typos, updated titles within the by-laws to reflect changes to the abovementioned organizational structure change, as well as updated the name of the Board Secretary.	Sent to NYCDOE 10.3.2017	Sent to NYCDOE 10.3.2017

4				
5				

o. Name and Position of Individual(s) Who Completed this Annual Report.

Katie Manion, Accountability and Development Manager

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

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

2018/07/31

Thank you.

Able Fire Prevention Corp

241 WEST 26TH STREET
NEW YORK, NY 10001
OFFICE: (212) 675-7777
FAX: (212) 633-6279

Service Work Order

Work Order#: 98459

Service at: WILLIAMSBURG CHARTER HIGH SCHOOL
198 VARET STREET
BROOKLYN, NY 11206

Payment Expected by: Check

PO Number:

Call Type: Monthly Service
Problem: Inspection
Scheduled: 03/05/2018 12:00AM BRYAN

Special: MS. GAFFNEY-PRINCIPAL

Comments: Monthly Sprinkler Insp.

Contacts:

WO Contact: [redacted]

Primary:

Alternate:

Work Performed:

Annual sprinkler Inspection Done!
Combination system

Authorizing Signature

Print: Tamisha Johnson

Date: 3/13/18

Store Stamp: 101814

Form for Inspection, Testing and Maintenance of Wet Pipe Fire Sprinkler Systems

Wet NFSA NATIONAL FIRE SPRINKLER ASSOCIATION

This form covers the minimum requirements of **NFPA 25-2011** for wet pipe fire sprinkler systems connected to water supplies without tanks or fire pumps. Separate forms are available for fire pumps, tanks, hose connections, and other fire protection systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

The work covered on this form is (*fill-in one*): ○ Monthly ○ Quarterly ☒ Annual ○ Third Year ○ Fifth Year

Owner:_____ Owner's Phone Number:_____

Owner's Address:_____

Property Being Evaluated: 198 Varet st

Property Address: SAME

Date of Work: 3/13/14 All responses refer to the current work (inspection, testing and maintenance) performed on this date.

Notes: 1) All questions are to be answered Yes, No, or Not Applicable. All "No" answers are to be explained in Part III of this form.
2) Inspection, Testing and Maintenance are to be performed with water supplies (including fire pumps) in service, unless the impairment procedures of Chapter 15 of NFPA 25 are followed.

Part I - Owner's Section

A. Is the building occupied? ☒YES ○NO

B. Has the occupancy and hazard of contents remained the same since the last inspection? ☒YES ○NO

C. Are all fire protection systems in service? ☒YES ○NO

D. Has the system remained in service without modification since the last inspection? ☒YES ○NO

E. Was the system free of actuation of devices or alarms since the last inspection? ☒YES ○NO

Owner or Representative (print name) _____ Signature and Date _____

Part II – Inspector's Section

A. Inspections

1. Weekly Items

a. Control valves (including backflow preventer isolation valves) supervised with seals passed inspection as described in II.A.2.a below? ☒YES ○NO ☒N/A

b. Relief port on RPZ not discharging? ○YES ○NO ☒N/A

2. Monthly Inspection Items (in addition to above items)

a. Control valves and valves on backflow preventers with locks or electrical supervision:

1. In correct (open or closed) position? ☒YES ○NO ○N/A
2. Lock or supervision in place? ☒YES ○NO ○N/A
3. Accessible and free from external leaks? ☒YES ○NO ○N/A
4. Provided with appropriate wrenches? ☒YES ○NO ○N/A
5. Provided with appropriate identification? ☒YES ○NO ○N/A

b. Gauges on system in good condition and showing normal water supply pressure? ☒YES ○NO ○N/A

c. Alarm valve free from physical damage, trim in correct (open or closed) position and no leakage from retarding chamber or drains? ○YES ○NO ☒N/A

3. Quarterly Inspection Items (in addition to above items)

a. Fire department connections visible, accessible, couplings and swivels not damaged, gaskets in place and in good condition, plugs and caps are okay, identification sign(s) in place, check valve is not leaking, clapper in place and operating properly and automatic drain valve in place and operating properly ☒YES ○NO ○N/A

(If plugs or caps are not in place, inspect interior for obstructions)

b. Hydraulic nameplate (calculated systems) securely attached to riser and legible? ○YES ○NO ☒N/A

c. Alarm & supervisory devices not damaged? ○YES ○NO ☒N/A

d. Pressure reducing valves in open position, not leaking, with downstream pressure per design criteria, and in good condition with handwheels not broken? ☒YES ○NO ○N/A

4. Annual Inspection Items (in addition to above items)

a. Proper number and type of spare sprinklers? ☒YES ○NO ○N/A

b. Visible sprinklers:

1. Proper position: upright, pendent, sidewall? ☒YES ○NO ○N/A
2. Free of leaks, corrosion and damage? ☒YES ○NO ○N/A
3. Proper clearance below sprinklers? ☒YES ○NO ○N/A
4. Free of foreign materials including paint? ☒YES ○NO ○N/A
5. Liquid in all glass bulb sprinklers? ☒YES ○NO ○N/A

c. Visible pipe:

1. In good condition/no external corrosion? ☒YES ○NO ○N/A
2. No mechanical damage or leaks? ☒YES ○NO ○N/A
3. No external loads? ☒YES ○NO ○N/A

d. Visible pipe hangers and seismic braces not damaged or loose? ☒YES ○NO ○N/A

e. Sprinkler wrench with spare sprinklers? ☒YES ○NO ○N/A

f. Information sign is attached and legible? ☒YES ○NO ○N/A

g. Internal inspection of the pipe performed in the last 5 years (remove a flushing connection and one sprinkler near the end of a branch line)? ○YES ○NO ☒N/A

(If "No", conduct internal inspection)

5. Fifth Year Inspection Items (in addition to above items)

a. Alarm valves and associated strainers, filters and restricted orifices passed internal inspection? ○YES ○NO ☒N/A

b. Check valves internally inspected, all parts operate properly and are in good condition? ○YES ○NO ☒N/A

c. Internal pipe inspection performed per 4.g? ○YES ○NO ☒N/A

B. Testing - *Report any failures on Part III of this form.*

1. Quarterly Tests

a. Mechanical waterflow alarm devices passed tests (alarms actuated and flow observed? ○YES ○NO ☒N/A

b. Main drain test for system downstream of backflow device or pressure reducing valve:

1. Record static pressure _____ psi, residual pressure _____ psi
2. Was flow observed? ○YES ○NO ☒N/A
3. Are results comparable to previous tests? ○YES ○NO ☒N/A

2. Semiannual Tests (in addition to previous items)

a. Valve supervisory switches indicate movement? ○YES ○NO ☒N/A

b. Electrical waterflow alarm devices passed tests (alarms actuated and flow observed)? ○YES ○NO ☒N/A

3. Annual Tests (in addition to previous items)

a. Main drain test for systems not tested quarterly:

1. Record Static 140 psi and Residual Pressure 135 psi
2. Was flow observed? ☒YES ○NO ○N/A
3. Are results comparable to previous tests? ☒YES ○NO ○N/A

3. Annual Tests (continued)

b. Post indicating valves opened until spring or torsion felt in the rod then closed back ¼ turn? ○YES ○NO ○N/A

c. Are all sprinklers dated 1920 or later? ○YES ○NO ○N/A

d. Sprinklers with fast response elements 20 years old or more replaced or successfully sample tested in last 10 years? ○YES ○NO ○N/A

e. Standard response sprinklers 50 years old or more replaced or successfully sample tested in last 10 years? ○YES ○NO ○N/A

f. Standard response sprinklers 75 years old or more replaced or successfully sample tested in last 5 years? ○YES ○NO ○N/A

g. Dry-type sprinklers replaced or successfully sample tested in last 10 years? ○YES ○NO ○N/A

h. Sprinklers subject to harsh environments replaced or successfully sample tested in last 5 years? ○YES ○NO ○N/A

i. Antifreeze solution specific gravity:

1. Correct at most remote point? ○YES ○NO ○N/A
2. Correct at interface with wet system? ○YES ○NO ○N/A
3. Correct at other test points (over 150 gal)? ○YES ○NO ○N/A
4. Correct type of antifreeze? ○YES ○NO ○N/A

j. All control valves operated through full range and returned to normal position? ○YES ○NO ○N/A

k. Backflow devices passed forward flow test? ○YES ○NO ○N/A

l. Pressure reducing valves passed partial flow? ○YES ○NO ○N/A

4. Tests for every fifth year (in addition to appropriate items)

a. Sprinklers above high temperature tested? ○YES ○NO ○N/A

b. Gages checked by calibrated gage or replaced? ○YES ○NO ○N/A

c. Pressure reducing valves passed full flow test? ○YES ○NO ○N/A

C. Maintenance

1. Regular Maintenance Items

a. If any sprinkler failed the sampling testing of Parts II.B.3.d, e, f, g or h of this form, were all sprinklers represented by that sample replaced? ○YES ○NO ○N/A

b. If sprinkler have been replaced, were they proper replacements? ○YES ○NO ○N/A

c. Marine systems normally having fresh water were drained and refilled twice if raw water got into the system? ○YES ○NO ○N/A

d. Heat tape inspected per manufacturer's instructions? ○YES ○NO ○N/A

e. If any of the following were discovered, was an obstruction investigation conducted? ○YES ○NO ○N/A

Explain reasons(s) and obstruction investigation findings in Part III

1. Defective intake screen on pump supplied from open sources
2. Obstructive material discharged during flow tests
3. Foreign material in dry-pipe valves, check valves or pumps
4. Foreign material in water during drain test or plugging of inspector's test connection
5. Plugging of pipe or sprinklers found during activation or work
6. Record of broken mains in the vicinity
7. Abnormally frequent false-tripping of dry-pipe valves
8. Failure to flush yard piping or surrounding mains following new installation or repairs
9. System is returned to service after an extended period of time out of service (more than one year)
10. There is reason to believe the system contains sodium silicate or its derivatives or highly corrosive fluxes in copper pipe
11. Raw water was pumped into the fire department connection
12. Pinhole leaks

f. If conditions were found that required flushing, was flushing of system conducted? ○YES ○NO ○N/A

g. Was a drain test conducted after opening any closed valves? ○YES ○NO ○N/A

h. Adjusted, repaired, reconditioned or replaced components had the associated tests and/or inspections performed? ○YES ○NO ○N/A

2. Annual Maintenance Items (in addition to previous items)

a. Operating stem of all OS&Y valves lubricated, completely closed, and reopened? ○YES ○NO ○N/A

b. Sprinklers and spray nozzles protecting commercial cooking equipment and ventilating systems replaced except for bulb-type which show no signs of grease build-up? ○YES ○NO ○N/A

Part III – Comments *(Any "No" answers, test failures or other problems found with the sprinkler system must be explained here.) [As a courtesy, note on a separate form any concerns about anything that you saw while performing your work that is not a part of the NFPA 25 requirements including any recalled products that you happened to notice.]*

Part IV Inspector's Information

Name of Inspector: [illegible]

JEM FIRE PREVENTION, MFSPC#692-A
241 West 26th Street, New York, NY 10001

I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operating condition upon completion of this inspection except as noted in Part III above.

Signature of Inspector: [illegible] Date: 3/18/14

Certificate of Fitness #: F7001590

Form for Inspection, Testing and Maintenance of Standpipe and Hose Systems

NFSA NATIONAL FIRE SPRINKLER ASSOCIATION

This form covers the minimum requirements of **NFPA 25-2011** for standpipe and hose systems connected to water supplies without tanks or fire pumps. Separate forms are available for fire pumps, tanks, and other fire protection systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply.

The work covered on this form is (*fill-in one*): ○ Monthly ○ Quarterly ☑ Annual ○ Third Year ○ Fifth Year

Owner:_____ Owner's Phone Number:_____

Owner's Address:_____

Property Being Evaluated: 48 Vineet st

Property Address: SAME

Date of Work: 3/13/18 All responses refer to the current work (inspection, testing and maintenance) performed on this date.

Notes: 1) All questions are to be answered Yes, No, or Not Applicable. All "No" answers are to be explained in Part III of this form.
2) Inspection, Testing and Maintenance are to be performed with water supplies (including fire pumps) in service, unless the impairment procedures of Chapter 15 of NFPA 25 are followed.

Part I - Owner's Section

A. Is the building occupied? ☑YES ○NO

B. Has the occupancy classification and hazard of contents remained the same since the last inspection? ☑YES ○NO

C. Are all fire protection systems in service? ☑YES ○NO

D. Has the system remained in service without modification since the last inspection? ☑YES ○NO

E. Was the system free of actuation of devices or alarms since the last inspection? ☑YES ○NO

Owner or Representative (print name) _____ Signature and Date _____

Part II Inspector's Section

A. Inspections

1. Daily and Weekly Items

a. Dry-pipe valve enclosures maintaining at least 40°F? ○YES ○NO ☑N/A

b. Gages on dry system with no low air alarm in good condition and showing normal pressure? ○YES ○NO ☑N/A

c. Relief port on RPZ backflow devices not continuously discharging? ○YES ○NO ☑N/A

d. Sealed control valves (including backflow devices) in normal (open or closed) position, accessible, with seals in place, free from external leaks, and provided with appropriate identification? ☑YES ○NO ○N/A

e. Master PRV showing correct upstream and downstream pressure, not leaking, and with valves and trim in good condition? ○YES ○NO ☑N/A

2. Monthly Inspection Items (in addition to above items)

a. Control valves (including backflow devices) with locks or electrical supervision in correct (open or closed) position, with locks or supervision in place, accessible, free from external leaks, provided with appropriate wrenches and identification? ☑YES ○NO ○N/A

b. Alarm valves free from physical damage, trim in correct (open or closed) position and no leakage from retard chamber or drains, and gages indicating normal water pressure? ○YES ○NO ☑N/A

c. Dry-pipe valve is free from physical damage, trim is in correct position (open or closed) with no leakage from intermediate chamber? ○YES ○NO ☑N/A

d. Gages (on dry system with low pressure alarm or on wet system) in good condition and showing normal air and water pressure? ○YES ○NO ☑N/A

3. Quarterly Inspection Items (in addition to above items)

a. Alarm devices free from physical damage? ○Yes ○No ☑N/A

b. Pressure reducing valves and hose valve outlets:

1. Handwheels there and in good condition? ○Yes ○No ☑N/A

3. Quarterly Inspection Items (continued)

2. Hose threads in good condition? ○YES ○NO ☑N/A
3. Valves not leaking? ○YES ○NO ☑N/A
4. Reducers in place and good condition? ○YES ○NO ☑N/A
5. No visible obstructions to outlet? ○YES ○NO ☑N/A
6. Valve handle, cap, gasket and restricting devices in place and in good condition? ○YES ○NO ☑N/A

c. Fire department connections visible, accessible, couplings and swivels not damaged, gaskets in place and in good condition, plugs and caps are okay, identification sign(s) in place, check valve is not leaking, and clapper and automatic drain valve are in place and operating properly? ○YES ○NO ☑N/A

(If plugs or caps are not in place, inspect interior for obstructions)

4. Annual Inspection Items (in addition to above items)

a. Hose free from mildew, cuts and deterioration, couplings of compatible threads and undamaged, gaskets in place and in good condition, and hose connected? ○YES ○NO ☑N/A

b. Hose Nozzles:

1. Nozzles and gaskets in place and in good condition with no visible obstructions? ○YES ○NO ☑N/A
2. Nozzles operate smoothly? ○YES ○NO ☑N/A

c. Hose Storage Devices:

1. Hose properly racked or rolled? ○YES ○NO ☑N/A
2. Nozzle clips in place & nozzle contained? ○YES ○NO ☑N/A
3. Undamaged, unobstructed and operable? ○YES ○NO ☑N/A
4. Racks swing out of cabinet at least 90°? ○YES ○NO ☑N/A

d. Storage Cabinets:

1. Cabinets have no corroded or damaged parts, are easy to fully open, are accessible and identified? ○YES ○NO ☑N/A
2. Door glazings in good condition? ○YES ○NO ☑N/A
3. Break-glass type cabinet locks function? ○YES ○NO ☑N/A
4. All parts, valves, hoses and fire extinguishers accessible? ○YES ○NO ☑N/A

e. Low temperature alarms appear okay? ○YES ○NO ☑N/A

f. Interior of dry-pipe valves (which must be open to be reset) passed internal inspection? ○YES ○NO ☑N/A

g. Visible pipe and supports in good condition? ○YES ○NO ☑N/A

h. Hydraulic information sign attached & legible? ○YES ○NO ☑N/A

5. Fifth Year Inspection Items (in addition to above items)

a. Check valves internally inspected, all parts operate properly and are in good condition? ○YES ○NO ☑N/A

b. Strainers, filters, restricted orifices and diaphragm chambers on dry-pipe and alarm valves and trim passed internal inspection? ○YES ○NO ☑N/A

c. Dry-pipe valves that can be externally reset passed internal inspection? ○YES ○NO ☑N/A

B. Testing - *Report any failures on Part III of this form.*

1. Quarterly Tests

a. Mechanical waterflow alarm devices passed tests by opening the test or bypass connection with alarms actuating and flow observed? ○YES ○NO ⊘N/A

b. Post indicating valves opened until spring or torsion felt in the rod then closed back ¼ turn? ○YES ○NO ⊘N/A

c. Priming level correct? ○YES ○NO ⊘N/A

d. Low air pressure signal passed test? ○YES ○NO ⊘N/A

e. Quick opening device passed test? ○YES ○NO ⊘N/A

f. Main drain test for system downstream of backflow device or pressure reducing valve:

1. Record the static _____ psi & residual pressure _____ psi

2. Flow observed and results comparable? ○YES ○NO ⊘N/A

g. Master PRV passed partial flow test? ○YES ○NO ⊘N/A

2. Semiannual Tests (in addition to previous items)

a. Valve supervisory switches indicate movement? ○YES ○NO ⊘N/A

b. Electrical waterflow alarm devices passed tests by opening test or bypass connection with alarms actuating and flow observed? ○YES ○NO ⊘N/A

3. Annual Tests (in addition to previous items)

a. Main drain test for systems not tested quarterly:

1. Record Static_____ psi and Residual Pressure_____ psi

2. Was flow observed? ○YES ○NO ⊘N/A

3. Are results comparable to previous tests? ○YES ○NO ⊘N/A

b. All control valves operated through full range and returned to normal position? ○YES ○NO ⊘N/A

c. Low temperature alarms passed test? ○YES ○NO ⊘N/A

d. Dry-pipe valve partial flow trip test:

1. Record initial air pressure_____psi and water pressure____psi

2. Record tripping pressure_____ psi and time_____sec.

3. Results comparable to previous tests? ○YES ○NO ⊘N/A

e. Automatic air maintenance devices passed? ○YES ○NO ⊘N/A

f. Backflow devices passed backflow test? ○YES ○NO ⊘N/A

g. Backflow devices passed forward flow test? ○YES ○NO ⊘N/A

h. Hose valves for Class I and Class III systems passed opening and closing test? ○YES ○NO ⊘N/A

i. Pressure reducing valves on hose connections and hose rack assemblies passed partial flow test? ○YES ○NO ⊘N/A

j. Master PRV passed full flow test? ○YES ○NO ⊘N/A

4. Third Year Tests (in addition to above items)

a. Dry-pipe valve full flow trip test:

1. Record initial air pressure____psi and water pressure____ psi

2. Record tripping pressure _____ psi and time_____sec.

3. Water delivered to inspector's test? ○YES ○NO ⊘N/A

4. Results comparable to previous tests? ○YES ○NO ⊘N/A

b. Hose more than 5 years old passed test? ○YES ○NO ⊘N/A

c. Hose valve for Class II systems passed? opening and closing test? ○YES ○NO ⊘N/A

d. Dry system passed air leakage test? ○YES ○NO ⊘N/A

5. Tests for every fifth year (in addition to appropriate items)

a. Gages checked by calibrated gage or replaced? ○YES ○NO ⊘N/A

b. Pressure reducing valves passed full flow test? ○YES ○NO ⊘N/A

c. Automatic systems tested at required flows:

1. Record static pressure _____ psi and residual pressure _____ psi

2. Record total flow _____ gpm

3. Above flows and pressures acceptable? ○YES ○NO ⊘N/A

d. Manual systems not a part of a sprinkler system and semi-automatic dry systems passed hydrostatic test? ○YES ○NO ⊘N/A

C. Maintenance

1. Regular Maintenance Items

a. Dry systems kept in dry condition? ○YES ○NO ⊘N/A

b. Items missing or in disrepair have been repaired or replaced? ○YES ○NO ⊘N/A

c. Have low point drains been emptied? ○YES ○NO ⊘N/A

d. If any of the following were discovered, was an obstruction investigation conducted? ○YES ○NO ⊘N/A

Explain reasons(s) and obstruction investigation findings in part III

1. Defective intake screen on pump supplied from open sources
2. Obstructive material discharged during flow tests
3. Foreign material in dry-pipe valves, check valves or pumps
4. Foreign material in water during drain test or plugging of inspector's test connection
5. Plugging of pipe or sprinklers found during activation or work
6. Failure to flush yard piping or surrounding mains following new installation or repairs
7. Record of broken mains in the vicinity
8. Abnormally frequent false-tripping of dry-pipe valves
9. System is returned to service after an extended period of time out of service (more than one year)
10. There is reason to believe the system contains sodium silicate or its derivatives or highly corrosive fluxes in copper pipe
11. Raw water was pumped into the fire department connection
12. Pinhole leaks
13. A 50% increase in water transit time during the full flow trip test of a dry system as compared to the acceptance test result.

e. If conditions were found that required flushing, was flushing of system conducted? ○YES ○NO ⊘N/A

f. Adjusted, repaired, reconditioned or replaced components had the associated tests and/or inspections required by Table 6.1.2 of NFPA 25 performed? ○YES ○NO ⊘N/A

2. Annual Maintenance Items (in addition to previous items)

a. Operating stem of all OS&Y valves lubricated, completely closed, & reopened? ○YES ○NO ⊘N/A

b. Low points drained before freezing weather? ○YES ○NO ⊘N/A

c. Hose reracked or rerolled so folds do not occur in the same position? ○YES ○NO ⊘N/A

d. Interior of dry-pipe valves cleaned? ○YES ○NO ⊘N/A

Part III – Comments

(Any "No" answers, test failures or other problems found with the system must be explained here.) [As a courtesy, note on a separate form any concerns about anything that you saw while performing your work that is not a part of the NFPA 25 requirements including any recalled products that you happened to notice.]

_____

_____

_____

_____

_____

Part IV Inspector's Information

Name of Inspector: [illegible]

JEM FIRE PREVENTION, MFSPC#692-A
241 West 26th Street, New York, NY 10001

I state that the information on this form is correct at the time and place of my inspection, and that all equipment tested at this time was left in operating condition upon completion of this inspection except as noted in Part III above.

Signature of Inspector: [illegible] Date: 3/13/19

Certificate of Fitness #: 8793379

NYC Buildings

Certificate of Occupancy

CO Number: **301100671F**

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

A.

Borough: Brooklyn	**Block Number:** 03117	**Certificate Type:** Final
Address: 198 VARET STREET	**Lot Number(s):** 24	**Effective Date:** 12/15/2011
Building Identification Number (BIN): 3394599	**Building Type:** New	

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 1-D (1968 Code)

Building Occupancy Group classification: E (1968 Code)

Multiple Dwelling Law Classification: None

No. of stories: 8 **Height in feet:** 98 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
None associated with this filing.

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations:
Board of Standards and Appeals - Recording Info: 43-09-BZ2009, 93-10-BZ2010

Borough Comments: None

Acting
Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Entry 2 NYS School Report Card Link

Last updated: 07/11/2018

WILLIAMSBURG CHS (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018) (For technical reasons, please re-select authorizer name from the drop down menu).	NYCDOE-Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).**	https://data.nysed.gov/reportcard.php?year=2017&instid=800000057520

Entry 3 Progress Toward Goals

Created: 07/10/2018 • Last updated: 11/02/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	75% of each cohort will have scored at least 65 on a New York State Regents examination in English by their fourth year.	NYS Regents Examination results	Met	2014 Cohort English Regents Completion Rate: 83%
Academic Goal 2	75% of each cohort will have scored at least 65 on a New York State Regents examination in Math by their fourth year.	NYS Regents Examination results	Met	2014 Cohort Math Regents Completion Rate: 80%
Academic Goal 3	75% of each cohort will have scored at least 65 on a New York State Regents examination in Science by their fourth year.	NYS Regents Examination results	Met	2014 Cohort Science Regents Completion Rate: 84%
Academic Goal 4	75% of each cohort will have scored at least 65 on a New York State Regents examination in	NYS Regents Examination results	Met	2014 Cohort Global History Regents Completion

	History by their fourth year.			Rate: 82%
				GOAL NOT MET 2014 Cohort Advanced Regents Diploma Rate: 4% (7 out of 193) Although our Advanced Regents Diploma Rate decreased in 2017-2018, our similar school performance analysis provided for our renewal application shows that WCHS consistently performs better than the average peer public school in terms of Advanced Regents diplomas awarded for the year, and with the exception of 2017-2018, our Advanced Regents diploma percentages have increased over the course of our charter term (9.76%, 9.72%, and 12.5%). We attribute our dip in Advanced Regents diploma rates to student achievement deficiencies relating to conceptual understanding in math and a lack of student interest in certain course offerings, as set forth below. Our 2014 cohort of students consistently struggled with the Geometry Regents.

Academ	20% of each cohort	Graduation rate data,		After reframing the math curriculum to include a two year Algebra course followed by a Geometry course, and then the second Algebra 2 course, the students success rates in Algebra and Algebra 2 increased. Despite this increase, the students still struggled with Geometry, as evidenced in the Regents pass rate. While some students may have otherwise been eligible for an Advanced Regents diploma, in some instances, the Geometry exam proved to be an obstacle. As a result, we've onboarded a math specialist to provide assistance with curriculum building, classroom instruction, 1:1 coaching and project based learning in this math specification. Our Advanced Regents diploma rates have been impacted by our language offerings. Over the course of the four years of the 2014 cohort, there was a decline in participation in our Latin program. For 3 of the 4 years of the 2014 cohort's tenure, Latin was the only language study offered at WCHS. For the last two years a

ic Goal 5	will graduate with an Advanced Regents Diploma.	NYS Regents Examination Data	Not Met	small number of students have participated in the program to the level where they were prepared for the Latin Regents examination. Once we identified a decline in interest, we initiated a partnership with the local classics society, Paideia Institute, to engage in revising the curriculum and staffing for the Latin courses. We also increased the options of languages for students to study. We believe that these changes will impact our future Advanced Regents diploma rates. In order to increase our number of students achieving the Advanced Regents diploma, WCHS Academic Leadership is taking a number of steps in the 2018-2019 school year. First, teachers, counselors, and Academy Leaders all encourage students to take the Regents exams as underclassmen in order to have more opportunities to pass and excel at the tests. The increase in mock Regents exams along with interim exams aligned to our curriculum maps provide us with a gambit of data to use to drive our

				instruction. Our summative and formative assessments have been restructured to allow us to better cater our instruction to students’ gaps and needs. We’ve also ritualized using the Item Skill Analysis report to reflect upon our timing and pacing for instruction. In 2018-2019 the counseling team held multiple student support meetings with students and their parents to apprise them of the Advanced Regents diploma standing. During these meetings, the teams created individualized plans to assist students in working toward the Advanced Regents diploma. Leading up to June and August Regents assessments, WCHS hosts Regents Review sessions after school and over the weekend to ensure the content is fresh in students’ minds leading into the test. We believe that these combined efforts will increase our number of Advanced Regents diplomas in 2018-2019.
				2014 Cohort Honors

Academic Goal 6	5% of each cohort will graduate with an Honors Regents diploma.	Graduation rate data, NYS Regents Examination Data	Not Met	Regents Diploma Rate: 0% (none) As with Advanced Regents diplomas, in 2018-2019, WCHS Academy Leaders have increased their focus on identifying students who are capable of obtaining an Honors Regents diploma as early as their first assessments as underclassmen. In addition, Academy Leaders, counselors, and instructional staff encourage certain students to retake the Regents examinations until they achieve a 90% on all five core Regents examinations. As mentioned for Advanced Regents diploma improvement, during the summer 2018 curriculum retreats, WCHS instructional staff utilized Item Skill Analysis of Regents assessments to modify curriculum to address areas of student need. Leading up to June and August Regents assessments, WCHS hosts Regents Review sessions after school and over the weekend to ensure the content is fresh in students' minds

				leading into the test. We believe the aforementioned efforts will increase our number of Honors Regents diplomas in 2018-2019
Academic Goal 7	Each year, at least 80% of each cohort will graduate within four years.	WCHS graduation data	Met	2014 Cohort 4-Year Graduation Rate: 83%
Academic Goal 8	Each year, at least 85% of each cohort will graduate within five years.	WCHS graduation data	Met	2013 Cohort 5-Year Graduation Rate: 92%

2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Each year, the school will help students improve on their incoming proficiency levels and pass Regents exams in English.	NYC DOE School Quality Snapshot		2017-18 DATA NOT YET AVAILABLE
Academic Goal 10	Each year, the school will help students improve on their incoming proficiency levels and pass Regents exams in Mathematics.	NYC DOE School Quality Snapshot		2017-18 DATA NOT YET AVAILABLE
Academic Goal 11	Each year, the school will be deemed “In Good Standing”.	NYSED Accountability Status		2017-18 DATA NOT YET AVAILABLE
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the student will have a daily student attendance rate of at least 90 percent.	WCHS student attendance data	Not Met	GOAL NOT MET 2017-18 Attendance Rate: 86.2% In the 2017-2018 school year, we believe the following contributed to our decreased attendance rate: Starting school prior to the NYC DOE Student illness, particularly during the 2017-2018 flu season; Snow day make-up days after WCHS graduation In 2018-2019, in an attempt to increase daily attendance, the school realigned the WCHS' calendar to the NYC DOE. The school has also instituted the following procedures; attendance outreach through the Attendance Coordinator and social workers, guidance counselor meetings and check-ins with at-risk students, and home visits. These

				strategies are designed to re-engage students through personal contact and outreach. In addition, our school nurse has been working with local doctors in order to provide medical services in the building for students in need. The nurse is also conducting asthma training on site to prevent our students from missing valuable class time. The school continues to deploy School Messenger autocalls to the families and guardians of all absent students.
Org Goal 2	Each year, 95 percent of students who are enrolled as of October 1st will either graduate or return and remain enrolled as of October 1st of the following year.	School records, ATS records	Met	Retention Rate from 10/1/2017 to 10/1/2018: 95.9%
Org Goal 3	Each year the School will comply with all applicable laws, rules, regulations and contract terms including but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York	Review of School policies and operations	Met	The School is in full compliance with all applicable laws, regulations and contract terms including but not limited to New York Charter Schools Act, the New York Freedom of Information Law, the New York State Open

	State Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.			Meetings Law, the Federal Individuals with Disabilities Education Act, and the Federal Family Educational Rights and Privacy Act.
Org Goal 4	Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment and coherence of actions toward furthering the School's mission, program and goals. The process will include self-assessment at the start of the school year, the development of personal and full board growth outcomes and self-assessment at the end of the school year to determine the extent of growth.	Board Self-Evaluations	Met	The School's Board of Trustees completed self-evaluation assessments and the Executive Committee has personal and Board growth outcomes.
Org Goal 5	Each year the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the School's mission, program and goals. The process will include a self-assessment at the start of the school year, the	Principal Self-Evaluation	Met	The Principal completed self-assessments at the start and end of the year and developed personal growth outcomes.

	development of personal outcomes, and a self-assessment at the end of the school year to determine growth.			

5. Do you have more organizational goals to add? Yes

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on available stakeholder satisfaction data in which the school will receive at least 85% positive responses.	NYC School Survey		2017-18 DATA NOT YET AVAILABLE
Org Goal 7	Each year, teachers will express satisfaction with the school's program, based on available stakeholder satisfaction data in which the school will receive at least 85% positive responses.	NYC School Survey		2017-18 DATA NOT YET AVAILABLE
Org Goal 8	Each year, students will express satisfaction with the school's program, based on available	NYC School Survey		2017-18 DATA NOT YET AVAILABLE

	stakeholder satisfaction data in which the school will receive at least 85% positive responses.			
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment as defined in the school contract. This will be maintained on an ongoing basis and monitored bi-monthly.	ATS Records	Met	The School's enrollment was maintained within 15% of the full enrollment of 963 students as defined in the School's. Enrollment at the level of 15% of full enrollment was maintained on an ongoing basis and was monitored daily.
Financial Goal 2	Upon completion of the School's first year of operation and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Financial audit completed by the School's auditor, PKF O'Connor Davies, LLP	Met	There were no major findings in this year's audit.
Financial Goal 3	Each year, the School will operate on a balanced budget and maintain a stable cash flow.	School financial records	Met	The School operated on a balanced budget and maintained a stable cash flow throughout the 2017-18 school year, as evidenced in the attached financial documents.
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Created: 07/10/2018 • Last updated: 07/31/2018

WILLIAMSBURG CHS (NYC CHANCELLOR)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	15696009
Line 2: Year End FTE student enrollment	958
Line 3: Divide Line 1 by Line 2	16384

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	429319
Line 2: Management and General Cost (Column)	1512819
Line 3: Sum of Line 1 and Line 2	1942139
Line 5: Divide Line 3 by the Year End FTE student enrollment	2027

Thank you.

The Williamsburg Charter High School

Financial Statements

June 30, 2018 and 2017

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
The Williamsburg Charter High School

We have audited the accompanying financial statements of The Williamsburg Charter High School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

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.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

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, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 11, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it was derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2018, 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, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 15, 2018

The Williamsburg Charter High School

Statements of Financial Position

	June 30,	
	2018	2017
ASSETS		
Current Assests		
Cash and cash equivalents	$ 5,212,396	$ 4,620,863
Grants and contracts receivable	596,990	820,060
Prepaid expenses	39,709	5,385
Total Current Assets	5,849,095	5,446,308
Investments	2,480,271	1,512,024
Property and equipment, net	2,271,750	2,149,978
Security deposits	1,523,923	1,523,923
Restricted cash	81,116	75,600
	$ 12,206,155	$ 10,707,833
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 197,076	$ 122,697
Accrued payroll and payroll taxes	705,386	545,853
Refundable advances	19,356	75,220
Total Current Liabilities	921,818	743,770
Deferred rent	8,507,459	7,673,412
Total Liabilities	9,429,277	8,417,182
Net assets, unrestricted	2,776,878	2,290,651
	$ 12,206,155	$ 10,707,833

See notes to financial statements

The Williamsburg Charter High School

Statements of Activities

	Year Ended June 30,	
	2018	2017
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 15,293,450	$ 14,974,829
Federal grants	647,026	605,222
State and city grants	64,902	133,204
Contributions and grants	-	6,000
Donated services	7,500	35,750
Interest income	19,257	810
Other income	230,334	231,945
Total Revenue and Support	16,262,469	15,987,760
EXPENSES		
Program Services		
Regular education	11,817,522	12,099,530
Special education	1,811,835	1,814,818
Total Program Services	13,629,357	13,914,348
Supporting Services		
Management and general	2,146,885	1,964,799
Total Expenses	15,776,242	15,879,147
Change in Net Assets	486,227	108,613
NET ASSETS, UNRESTRICTED		
Beginning of year	2,290,651	2,182,038
End of year	$ 2,776,878	$ 2,290,651

See notes to financial statements

The Williamsburg Charter High School

Statement of Functional Expenses
Year Ended June 30, 2018
(with summarized totals for the year ended June 30, 2017)

	2018					2017
	Program Services					
	Regular Education	Special Education	Total	Management and General	Total	Total
Salaries	$ 6,496,516	$ 769,915	$ 7,266,431	$ 364,548	$ 7,630,979	$ 7,857,421
Payroll taxes and employee benefits	1,229,194	135,003	1,364,197	63,923	1,428,120	1,501,283
Equipment	25,266	22,293	47,559	5,101	52,660	74,907
Accounting and audit fees	-	-	-	33,472	33,472	43,250
Legal	-	-	-	150,000	150,000	165,000
Consultants	296,789	229,519	526,308	181,865	708,173	501,829
Contracted services	60,740	5,381	66,121	6,341	72,462	72,365
Donated professional services	-	-	-	7,500	7,500	35,750
Supplies and materials	130,625	29,179	159,804	22,887	182,691	215,750
Travel and conference	20,730	2,864	23,594	-	23,594	27,960
Staff development	23,069	6,725	29,794	3,730	33,524	24,833
Insurance	187,703	22,762	210,465	17,853	228,318	231,467
Printing	4,093	3,800	7,893	747	8,640	21,283
Telephone	27,594	2,831	30,425	1,110	31,535	30,958
School events and expenses	187,703	29,369	217,072	-	217,072	278,326
Marketing and recruiting	12,238	2,320	14,558	3,639	18,197	19,899
Occupancy	2,659,912	466,455	3,126,367	548,770	3,675,137	3,675,137
Utilities	233,202	41,345	274,547	6,484	281,031	312,354
Repairs and maintenance	-	-	-	497,894	497,894	466,180
Licenses and permits	-	-	-	143,993	143,993	20,263
Fire safety and alarm	-	-	-	34,892	34,892	25,854
Postage and copying	10,885	2,663	13,548	418	13,966	19,334
Copier leasing	30,380	7,664	38,044	9,016	47,060	43,325
Depreciation and amortization	171,235	30,371	201,606	23,821	225,427	193,154
Miscellaneous	9,648	1,376	11,024	18,881	29,905	21,265
Total Expenses	$ 11,817,522	$ 1,811,835	$ 13,629,357	$ 2,146,885	$ 15,776,242	$ 15,879,147

See notes to financial statements

The Williamsburg Charter High School

Statements of Cash Flows

	Year Ended June 30,	
	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 486,227	$ 108,613
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	225,427	193,154
Deferred rent	834,047	916,797
Changes in operating assets and liabilities		
Grants and contracts receivable	223,070	(79,364)
Prepaid expenses	(34,324)	27,450
Security deposits	-	11,767
Accounts payable and accrued expenses	74,379	(461,948)
Accrued payroll and payroll taxes	159,533	13,157
Refundable advances	(55,864)	53,711
Net Cash from Operating Activities	1,912,495	783,337
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(347,199)	(161,641)
Purchases of investments	(2,479,245)	(1,512,024)
Proceeds from sale of investments	1,510,998	-
Restricted cash	(5,516)	(23)
Net Cash from Investing Activities	(1,320,962)	(1,673,688)
Net Change in Cash and Cash Equivalents	591,533	(890,351)
CASH AND CASH EQUIVALENTS		
Beginning of year	4,620,863	5,511,214
End of year	$ 5,212,396	$ 4,620,863

See notes to financial statements

1. Organization and Tax Status

The Williamsburg Charter High School (the "School") is a New York State, not-for-profit educational corporation that operates as a charter school in the borough of Brooklyn, New York. On February 23, 2004, the Board of Regents of the University of the State of New York (“Board of Regents”) for and on behalf of the State Education Department granted the School a provisional charter valid for a term of five years from the effective date of February 23, 2004 and renewable upon expiration. On May 19, 2014, the Board of Regents approved and issued the renewal to the charter for a period of five years effective until June 30, 2019. The School's mission is to equip students with the academic and character skills necessary to succeed in high school, college and the competitive world beyond. The School provided education to approximately 936 students in ninth through twelfth grades during the 2017-2018 academic year.

During 2018, the School applied to change their authorizer and transfer its charter from the NYC Department of Education to the Board of Regents. On May 8, 2018 the Board of Regents approved the transfer of the School’s charter effective for the 2018-2019 school year.

The New York City Department of Education provides free and reduced-price lunches and transportation directly to a majority of the School's students. Such costs are not included in these financial statements.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Net Assets Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Unrestricted - consist of resources available for the general support of the School’s operations. Unrestricted net assets may be used at the discretion of the School’s management and Board of Trustees.

2. Summary of Significant Accounting Policies *(continued)*

Net Assets Presentation (continued)

Temporarily Restricted - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

Permanently Restricted - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2018 and 2017.

Cash and Cash Equivalents

Cash and cash equivalents include cash balances held in bank accounts and highly liquid debt instruments with maturities of three months or less at the time of purchase.

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investment Valuation

Investments are stated at fair value.

Investment Income Recognition

Purchases and sales of securities are recorded on a trade date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of change in net assets.

2. Summary of Significant Accounting Policies *(continued)*

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset which is thirty years. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Equipment	5 years
Furniture and fixtures	5 years
Software	5 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2018 and 2017.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Revenue and support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

2. Summary of Significant Accounting Policies *(continued)*

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2015.

Deferred Rent

The School records its rent in accordance with U.S. GAAP guidance whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statements of financial position.

Prior Year Summarized Comparative Financial Information

The statement of functional expenses includes prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the year ended June 30, 2017, from which the summarized information was derived.

Reclassifications

Certain 2017 accounts have been reclassified to conform to the 2018 financial statement presentation. The reclassifications had no effect on 2017 net assets and change in net assets.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 15, 2018.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

4. Fair Value of Investments

The School's investments as of June 30, 2018 and 2017 consisted of certificates of deposits and money market accounts in the amounts of $2,480,271 and $1,512,024 categorized as Level 1 in the fair value hierarchy. Interest income from investments as reported in the statements of activities for the years ended June 30, 2018 and 2017 was $19,257 and $810.

5. Property and Equipment

Property and equipment consists of the following at June 30:

	2018	2017
Furniture and fixtures	$ 214,899	$ 168,495
Equipment	502,728	355,769
Software	212,167	199,295
Leasehold improvements	2,484,280	2,343,316
	3,414,074	3,066,875
Accumulated depreciation and amortization	(1,142,324)	(916,897)
	$ 2,271,750	$ 2,149,978

During the years ended June 30, 2018 and 2017 the School disposed of fully depreciated property and equipment totaling $0 and $900,230.

6. Employee Benefit Plan

The School maintains a defined contribution 403(b) plan on behalf of its employees. The School provides matching contributions up to 4% of annual compensation on a discretionary basis. The School's match for the years ended June 30, 2018 and 2017 amounted to $50,586 and $52,115.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2018 and 2017, approximately $5,045,000 and $4,446,000 of cash was maintained with two institutions in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2018 and 2017, the School received approximately 94% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

9. Commitment

In March 2009, the School entered into a lease agreement expiring July 31, 2039 to lease new facilities for the school located at 198-202 Varet Street, Brooklyn, New York. The School occupied the space September 1, 2010.

The lease provides for rent escalations and the School is responsible for utilities, real estate taxes, and other operating expenses.

The future minimum lease payments under this lease is as follows for the years ending June 30:

2019	$ 2,926,323
2020	3,014,113
2021	3,104,536
2022	3,197,672
2023	3,293,602
Thereafter	73,824,235
	$ 89,360,481

Rent expense is recognized on the straight-line basis. The differences between cash payments under the lease agreement and the straight-line rent have been recognized as deferred rent in the accompanying statements of financial position from inception of the lease. The difference between rent cash payments and straight-line rent recorded in the statements of financial position amounted to $834,047and $916,797 for the years ended June 30, 2018 and 2017.

Rent expense under the operating lease for the years ended June 30, 2018 and 2017 was $3,675,137.

10. Donated Services

Donated services are recognized as contributions in accordance with U.S. GAAP if the services create or enhance non-financial assets, require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School, and are measurable. One entity has provided accounting and financial services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2018 and 2017, the value of such donated services amounted to $7,500 and $35,750.

The value of these donated services is allocated to management and general services in the accompanying statements of activities and functional expenses.

11. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

*****

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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

Independent Auditors' Report

Board of Trustees
The Williamsburg Charter High 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 The Williamsburg Charter High School (the "School"), which comprise the statement of financial position as of June 30, 2018, 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 15, 2018.

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) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. 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.

PKF O'Connor Davies, LLP
Harrison, New York
October 15, 2018

Entry 5c Additional Financial Docs

Last updated: 10/31/2018

The additional items listed below should be uploaded 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 corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

https://nysed-cso-reports.fluidreview.com/resp/20262786/8mMIunnVv3/

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. (No response)

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. (No response)

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. (No response)

5. Evidence of Required Escrow Account

(No response)

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. (No response)

WILLIAMSBURG
CHARTER HIGH SCHOOL

October 15, 2018

PKF O'Connor Davies LLP
500 Mamaroneck Ave, Suite 301
Harrison, NY 10528

This representation letter is provided in connection with your audits of the financial statements of The Williamsburg Charter High School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017 and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (US GAAP).

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

Expenditures of federal awards were below the $750,000 threshold for the year ended June 30, 2018 and we were not required to have an audit in accordance with *Title 2 U.S. Code of Federal Regulations ("CFR") Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("Uniform Guidance"), Audits of States, Local Governments and Non-Profit Organizations and Government Auditing Standards*.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter, the following representations made to you during your audits:

Our Responsibilities

- We acknowledge that we have fulfilled our responsibilities for:
  - The preparation and fair presentation of the financial statements in accordance with US GAAP;
  - 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; and
  - The design, implementation, and maintenance of internal control to prevent and detect fraud.

- We understand that the term "fraud" refers to intentional acts by one or more individuals among management, those charged with governance, employees, or third parties, involving the use of deception that results in a misstatement in financial statements. Two types of intentional

reporting and misstatements resulting from misappropriation of assets. Fraudulent financial reporting involves intentional misstatements, including omissions of amounts or disclosures in financial statements to deceive financial statement users. Misappropriation of assets involves the theft of an entity's assets.

- We are further responsible for reviewing, accepting and processing the standard, adjusting, or correcting journal entries that you proposed during the course of your engagement. We confirm that we designated a suitably qualified individual who understands the nature and impact of the proposed entries to the financial statements, and we accept responsibility for the proposed entries that we authorized and processed.

Financial Statements

- The financial statements referred to above are fairly presented in conformity with US GAAP and include all disclosures necessary for such fair presentation. In that connection, we specifically confirm that:
  - The Schools accounting policies, and the practices and methods followed in applying them, are appropriate and are as disclosed in the financial statements.
  - There have been no changes during the period audited in the School's accounting policies and practices
  - All material transactions have been recorded in the accounting records and are reflected in the financial statements

- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.

- The following, where they exist, have been appropriately disclosed to you and accounted for and/or disclosed in the financial statements in accordance with the requirements of US GAAP:
  - The identity of all related parties and related party relationships and transactions.
  - Material concentrations. We understand that concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which it is reasonably possible that events could occur which would significantly disrupt normal finances within the next year.
  - Guarantees, whether written or oral, under which the School is contingently liable, including guarantee contracts and indemnification agreements.
  - The effects of all known actual, possible, pending or threatened litigation, claims, and assessments.

- The School does not have any uncertain tax positions that require disclosure or recognition in the financial statements.

- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events have occurred which would require adjustment or disclosure in the financial statements.

- We are in agreement with the adjusting journal entries you have proposed, and they have been posted to the School's accounts.

Information Provided !

- We have provided you with:
  - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - Access to all minutes of the meetings of the board of trustees or summaries of actions of recent meetings for which minutes were not yet prepared.
  - Communications from regulatory agencies concerning noncompliance with or deficiencies in, financial reporting practices.
  - Additional information that you have requested from us for the purpose of the audit.
  - Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.

- We have disclosed to you our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

- There are no deficiencies in the design or operation of internal control over financial reporting that are reasonably likely to adversely affect the School's ability to initiate, authorize, record, process, and report financial data reliably in accordance with US GAAP.

- We have no knowledge of any fraud or suspected fraud that affects the School and involves:
  - Management,
  - Employees who have significant roles in internal control, or
  - Others where the fraud could have a material effect on the financial statements.

- We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, regulators, or others.

- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

- We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

- The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

- The School is an exempt organization under Section 501 (c) (3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

- We have a reasonable basis for the allocation of functional expenses.

- With respect to contributions:
  - Adequate controls are in place over the receipt and recording of contributions.
  - There were no unrecorded contributions or pledges at June 30, 2018 that could materially affect the financial statements. In addition, we are unaware of any assets for which the School may be the beneficiary as prescribed by probated wills or held in trusts by independent trustees at June 30, 2018 which should be recorded in the financial statements.

Manuel Morales – Board Treasurer

[Name of Executive Officer and Title]

Kathy Fernandez – Finance Manager

[Name of Chief Financial Officer and Title]

Entry 5d Financial Services Contact Information

Created: 10/31/2018 • Last updated: 11/02/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

WILLIAMSBURG CHS (NYC CHANCELLOR)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Kathy Fernandez	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Ciorciari	[redacted]	[redacted]	6

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the - Board of Regents -

2018-19 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please 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.

Williamsburg Charter High School -

PROJECTED BUDGET FOR 2018-2019 -

July 1, 2018 to June 30, 2019 -

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**15,670,343**	**1,912,339**	**-**	**-**	**-**	**17,582,682**
Total Expenses	**12,122,314**	**3,268,959**	**-**	**-**	**2,002,825**	**17,394,098**
Net Income	**3,548,029**	**(1,356,620)**	**-**	**-**	**(2,002,825)**	**188,584**
Actual Student Enrollment	**816**	**125**				**-**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
NYC Chancellor's Office	*$15,308.00*	14,401,766	-	-	-	-	14,401,766
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		14,401,766					**14,401,766**
Special Education Revenue		-	1,774,995	-	-	-	1,774,995
Grants							
Stimulus		424,301	-	-	-	-	424,301
Other		-	-	-	-	-	-
Other State Revenue		75,000	-	-	-	-	75,000
TOTAL REVENUE FROM STATE SOURCES		**14,901,067**	**1,774,995**				**16,676,062**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	137,344	-	-	-	137,344
Title I		426,341	-	-	-	-	426,341
Title Funding - Other		23,935	-	-	-	-	23,935
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		**450,276**	**137,344**				**587,620**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		20,000	-	-	-	-	20,000
Erate Reimbursement		25,000	-	-	-	-	25,000
Interest Income, Earnings on Investments,		60,000	-	-	-	-	60,000
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		3,000	-	-	-	-	3,000
Text Book		-	-	-	-	-	-
Other Local Revenue		211,000	-	-	-	-	211,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**319,000**					**319,000**
TOTAL REVENUE		**15,670,343**	**1,912,339**				**17,582,682**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	158,377	-	-	-	-	158,377
Instructional Management	2.00	200,970	30,030	-	-	-	231,000
Deans, Directors & Coordinators	13.00	785,575	117,385	-	-	-	902,960

Williamsburg Charter High School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**15,670,343**	**1,912,339**	**-**	**-**	**-**	**17,582,682**
Total Expenses	**12,122,314**	**3,268,959**	**-**	**-**	**2,002,825**	**17,394,098**
Net Income	**3,548,029**	**(1,356,620)**	**-**	**-**	**(2,002,825)**	**188,584**
Actual Student Enrollment	**816**	**125**				**-**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	1.00	-	-	-	-	87,360	87,360
Operation / Business Manager	8.00	140,423	20,983	-	-	455,003	616,409
Administrative Staff	13.00	142,680	21,320	-	-	385,516	549,516
TOTAL ADMINISTRATIVE STAFF	**38**	**1,428,025**	**189,718**			**927,879**	**2,545,622**
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	44.00	2,602,231	388,839	-	-	-	2,991,070
Teachers - SPED	12.00	-	826,372	-	-	-	826,372
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	22.00	1,249,825	186,755	-	-	-	1,436,580
Aides	-	-	-	-	-	-	-
Therapists & Counselors	8.00	595,811	89,029	-	-	-	684,840
Other	-	191,400	28,600	-	-	-	220,000
TOTAL INSTRUCTIONAL	**86**	**4,639,266**	**1,519,596**				**6,158,862**
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	11.00	353,048	52,754	-	-	-	405,802
Other	-	-	-	-	-	40,000	40,000
TOTAL NON-INSTRUCTIONAL	**11**	**353,048**	**52,754**			**40,000**	**445,802**
SUBTOTAL PERSONNEL SERVICE COSTS	**135**	**6,420,339**	**1,762,068**			**967,879**	**9,150,286**
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		581,759	159,664	-	-	87,701	829,125
Fringe / Employee Benefits		592,879	162,716	-	-	89,378	844,973
Retirement / Pension		45,147	12,391	-	-	6,806	64,344
TOTAL PAYROLL TAXES AND BENEFITS		**1,219,786**	**334,771**			**183,885**	**1,738,442**
TOTAL PERSONNEL SERVICE COSTS		**7,640,125**	**2,096,839**			**1,151,764**	**10,888,728**
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	46,000	46,000
Legal		-	-	-	-	153,000	153,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		14,000	3,800	-	-	2,200	20,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		316,400	85,880	-	-	49,720	452,000
TOTAL CONTRACTED SERVICES		**330,400**	**89,680**			**250,920**	**671,000**
SCHOOL OPERATIONS							

Williamsburg Charter High School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**15,670,343**	**1,912,339**	**-**	**-**	**-**	**17,582,682**
Total Expenses	**12,122,314**	**3,268,959**	**-**	**-**	**2,002,825**	**17,394,098**
Net Income	**3,548,029**	**(1,356,620)**	**-**	**-**	**(2,002,825)**	**188,584**
Actual Student Enrollment	**816**	**125**				**-**
Total Paid Student Enrollment	**-**	**-**				**-**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials	36,540	5,460	-	-	-	42,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	78,300	11,700	-	-	-	90,000
Supplies & Materials other	4,350	650	-	-	-	5,000
Equipment / Furniture	51,450	13,965	-	-	8,085	73,500
Telephone	21,700	5,890	-	-	3,410	31,000
Technology	108,500	29,450	-	-	17,050	155,000
Student Testing & Assessment	5,220	780	-	-	-	6,000
Field Trips	21,750	3,250	-	-	-	25,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	202,710	30,290	-	-	-	233,000
Office Expense	57,400	15,580	-	-	9,020	82,000
Staff Development	45,500	12,350	-	-	7,150	65,000
Staff Recruitment	10,500	2,850	-	-	1,650	15,000
Student Recruitment / Marketing	13,050	1,950	-	-	-	15,000
School Meals / Lunch	2,610	390	-	-	-	3,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	22,750	6,175	-	-	3,575	32,500
TOTAL SCHOOL OPERATIONS	**682,330**	**140,730**			**54,940**	**878,000**
FACILITY OPERATION & MAINTENANCE						
Insurance	225,400	61,180	-	-	35,420	322,000
Janitorial	18,200	4,940	-	-	2,860	26,000
Building and Land Rent / Lease	2,632,259	714,470	-	-	413,641	3,760,370
Repairs & Maintenance	259,000	70,300	-	-	40,700	370,000
Equipment / Furniture	700	190	-	-	110	1,000
Security	-	-	-	-	-	-
Utilities	179,900	48,830	-	-	28,270	257,000
TOTAL FACILITY OPERATION & MAINTENANCE	**3,315,459**	**899,910**			**521,001**	**4,736,370**
DEPRECIATION & AMORTIZATION	154,000	41,800	-	-	24,200	220,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**12,122,314**	**3,268,959**			**2,002,825**	**17,394,098**
NET INCOME	**3,548,029**	**(1,356,620)**	**-**	**-**	**(2,002,825)**	**188,584**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
NYC Chancellor's Office	816	125	941
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

Williamsburg Charter High School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	15,670,343	1,912,339	-	-	-	17,582,682
Total Expenses	12,122,314	3,268,959	-	-	2,002,825	17,394,098
Net Income	3,548,029	(1,356,620)	-	-	(2,002,825)	188,584
Actual Student Enrollment	816	125				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	816	125	941			
REVENUE PER PUPIL	19,204	15,299	-			
EXPENSES PER PUPIL	14,856	26,152	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
(70 @ 20-60%) and (55 @ >60%)
Yearly Appropriation
General
Title IIA
Fundraising
Senior, School Activities, Student Sales, Misc Revenue
List exact titles and staff FTE"s (Full time eqiuilivalent)
Head of School
(2) Academy Leaders Inst - (1) for 9-10, (1) for 11-12
(4) Acad Leaders Soc/Emot, (2) College and Career Coord, (1) Wellness, (2) Alternate

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
(1) Director of Finance
(1) Tech Mgr, (1) Tech Assoc, (1) Accountability Mgr, (1) Youth Dev, (1) Fin Assoc, (1)
(4) Student Life Associate, (1) Data Assoc, (6) Ops Assoc, (1) School Aide, (1) Library
(13) English, (12) Match, (9) Science, (10) Social Studies
(1) SNA Specialist, (9) SNAS Teachers, (2) SNAS Teachers/Compliance
(3) ENL, (7) Language, (4) Performing Arts, (5) PE, (3) Art
(4) Guidance Counselors, (4) Social Workers
Per Sessions - Academic, Clubs, Sports, SNAS, and Summer School
(1) Safety Coord and (10) Safety Officers
Various Staff
Prof Svcs, Benefit Plans, Sub, Bridge Program, Consultants, Security Outsource,

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Library and Media Center Material
Equipments, Maintenance, Copier Lease
Tech Maintenance, Software Licensing
Student & Schools Events
Supplies, Postage, Printing & Copying, Copier Print & Supplies
Staff Development and Discretionary
Subscription, Membership, Bank Fees, Other, Parent Engagement, Interest, Loan
Custodial Services, Kitchen Equipment, Building, Boiler Maintenance, HVAC, Pest,
Building Heating & Cooling, Electricity

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Charles Hobson

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): Williamsburg Charter High School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature _____ Date 7/26/18

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

Business Tel

Business Ad

E-mail Addre

Home Teleph

Home Addres

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JOHN WITHERSPOON

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

WILLIAMSBURG CHARTER HIGH SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   CO-TREASURER

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓**No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

John McKenzie — July 26, 2018

Signature — Date

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

Business Telepho

Business Addres

E-mail Address:

Home Telephone

Home Address:

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Samuel M. Rivera, Esq.

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Williamsburg Charter High School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Vice-Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

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

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature 7/26/18 Date

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

Business Te

Business A

E-mail Addr

Home Telep

Home Addr

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Lourdes Rivera-Putz

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): Williamsburg Charter High School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓ **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓ **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	none		

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

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature 7/26/18
Date

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

Business Telepho

Business Address

E-mail Address: _

Home Telephone:

Home Address: _

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

_____Manuel Morales_____

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

_____Williamsburg Charter High School_____

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). **Co-treasurer**

2. Is the trustee an employee of any school operated by the Education Corporation? **____Yes __X__No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____Yes _X__No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

NONE.	NONE	NONE	NONE

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Signature _____ Date 7/31/2018

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

Business Telephone: _____

Business Ad[redacted]

E-mail Addr[redacted]

Home Telep[redacted]

Home Addr[redacted]

Entry 8 BOT Table

Created: 07/11/2018 • Last updated: 07/31/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Lourdes Rivera-Putz	Chair	Development and Fundraising	Yes	5	9/1/2016	9/1/2019	11
2	Samuel Rivera	Vice Chair	Accountability and Finance, Development and Fundraising	Yes	2	9/1/2016	9/1/2019	10
3	Charles Hobson	Secretary	Development and Fundraising	Yes	1	09/22/2015	09/01/2018	5 or less
4	John Witherspoon	Treasurer	Accountability and Finance	Yes	1	09/22/2015	09/01/2018	11
5	Manny Rivera	Treasurer	Accountability and Finance	Yes	1	8/27/2017	8/1/2020	10
6	Evans Barreau	Parent Rep	N/A	No	1	10/19/2015	10/1/2018	6
7	David Fier	Other	N/A	No	1	10/19/2015	01/18/2018	5 or less
8	Karl Richards	Other	N/A	No	1	02/28/2018	02/01/2021	5 or less
9	Christopher Francis	Other	N/A	No	1	04/24/2018	06/19/2018	5 or less

1a. Are there more that 9 members of the Board of Trustees?	No
2. Total number of members on June 30, 2018	5
3. Total number of members joining the Board during the 2017-18 school year	1
4. Total number of members departing the Board during the 2017-18 school year	0
5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes	5
6. Number of Board meetings conducted during the 2017-18 School Year	12
7. Number of Board meetings scheduled for the coming 2018-19 school year	12

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/25/2018

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

WILLIAMSBURG CHS (NYC CHANCELLOR)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?	Yes

the charter school's website.

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.	http://www.thewcs.org/board.php

Entry 10 Enrollment and Retention of Special Populations

Created: 07/18/2018 • Last updated: 07/31/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 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 2018-19.

WILLIAMSBURG CHS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	We have furthered our approach to attracting special populations by developing programming that appeals to various sub-groups of students. Constantly keeping ourselves updated with best educational practices, we pride ourselves in using research based strategies to increase student skill and remain culturally relevant. Our evolving curriculum is consistently rooted in topics of high interest to our students and curriculum that will keep our graduates globally competitive.	In addition to the School's regular recruitment initiatives of targeting local community organizations, places of worship, local and out-of-district middle schools, our Performing Arts, Math, and Science Departments showcase student talent and outcomes in a variety of community functions. Our interactions with the community at large have greatly assisted with our outreach efforts. We have partnered with District and local organizations to participate in recruitment fairs. We have hosted school tours and created a student shadow program for prospective students and families. To meet the needs of our economically disadvantaged students, we've improved our social emotional framework and increased our family support community partnerships. Our main strategy lies in intentional building out programming of support to meet the needs of students within the specialized programs such that we attract those students to Williamsburg Charter High School.
		WCHS is committed to visiting neighborhoods with high concentrations of non-English speaking families and students. This begins within our District (14), we

English Language Learners	We have furthered our approach to attracting special populations by developing programming that appeals to various sub-groups of students. Constantly keeping ourselves updated with best educational practices, we pride ourselves in using research based strategies to increase student skill and remain culturally relevant. Our evolving curriculum is consistently rooted in topics of high interest to our students and curriculum that will keep our graduates globally competitive.	extend beyond our immediate vicinity through targeted outreach, advertisements in Arab American, El Diario, Green Line, Williamsburg Gazette, and The New York Daily News, Brooklyn Parent and Brooklyn Family, site visits and presentations, delivering of recruitment flyers and applications to local Community Boards 1, 3, 8, and 12, CBO's and places of worship. The School has utilized the NYC Department of Education Special Education Enrollment Center partnership and Committee on Special Education partnership as well. All of our materials are translated into Spanish. The School continue to build upon its alumni network of former ELL students who have benefited from our ELL services to refer family and friends in need.
Students with Disabilities	We have furthered our approach to attracting special populations by developing programming that appeals to various sub-groups of students. Constantly keeping ourselves updated with best educational practices, we pride ourselves in using research based strategies to increase student skill and remain culturally relevant. Our evolving curriculum is consistently rooted in topics of high interest to our students and curriculum that will keep our graduates globally competitive.	The Student Needs and Academic Services Department at WCHS includes programs and services that support students with disabilities and struggling learners. These services focus on enhancing student achievement by offering services such as: Student Education Teacher Support Services (SETSS), integrated co-teaching, and self-contained classes for students with IEPs. The department also offers reading interventions and academic intervention services for students that are struggling academically. The School utilizes all of this information in our outreach efforts and all members of our recruitment are knowledgable to share the supports we have in place to assist our SWDs. Since 2015, we have seen a steady increase in our special populations that we believe is attributable to our specific and targeted enrollment efforts. Our steady increase is intentional as we are also building out our programming to accommodate a variety of students with disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Econom	We have furthered our approach to attracting special populations by developing programming that appeals to various sub-groups of students. Constantly keeping ourselves updated with best educational	The School strives to support all types of learners upon admissions regardless of the challenges they may face or readiness levels. The School believes all students are capable of learning and graduating with a high school

ically Disadvantaged	practices, we pride ourselves in using research based strategies to increase student skill and remain culturally relevant. Our evolving curriculum is consistently rooted in topics of high interest to our students and curriculum that will keep our graduates globally competitive.	diploma and will do whatever it takes to help students achieve this goal. WCHS seeks to support all students academically, socially and emotionally. In order to provide students with the services needed for graduation, the School offers supports dependent on individual student needs.
English Language Learners	We retain more than 95% of our ENL population from year to year. Programming for our English Language Learning students will be further developed during the 2017-18 school year to attract and retain the ELL population even more. Moving into next year, the school will address the five different levels of ENL programming and create a structure similar to that of the Special Education program, differentiated based on student need. Levels 1-3 students include entering, emerging, transition, and low-expanding students. These students are provided an English Language Arts class with both a certified ELA and ENL instructor. In addition, students will be assigned to a literacy class designed specifically to assist with language acquisition. The literacy class is provided by an ENL instructor. Our high-expanding students, or level 4 students, will receive case management and push in services from their assigned ENL case manager and literacy intervention. The level 5 students, or commanding students, will participate in weekly review of academic achievement in all of the core and elective classes through our comprehensive advisory program. Because our program did not provide this level of individualized attention this year and still maintained 98.1 retention of ELLs, we believe this intensified programming will only aid in strengthening our program, increasing student achievement, and attracting and retaining more students.	Our Student Needs and Services (SNAS) department focuses on the instructional and social emotional needs of students disabilities in accordance with IEP or 504 documents. The SNAS department provides instructional support through integrated co-teaching classes, self-contained classes, and SETTS. The department utilizes push-in and pull-out services for students with designated SETTS requirements. Students with five or more periods of SETTS on their IEPs are placed into the credit bearing Study Skill class that supports their progress towards individualized goals in the required areas. Students who may have reading based disabilities are supported by our in-house reading specialist, who utilizes a pull-out model along with SETTS designations to provide students with research based instruction in decoding, vocabulary, comprehension, and fluency skills. Students with social emotional needs are serviced by one of our two social workers or four guidance counselors. Through DOE service providers we also ensure students who require it have access to paraprofessionals, speech language providers, physical therapists, occupational therapists, vision services, and hearing services. Currently, the SNAS department uses annual goal progress reporting to ensure these systems are monitored to meet the best needs of the students. The department facilitates communication with our general education teachers and service providers by using teacher and provider progress reports. These reports are gathered and analyzed by our SNAS department members and influence the annual meetings for each individual student. These reports assist in determining the most appropriate setting, encompassing academic considerations such as the students’ evaluation results and present levels of performance.

Students with Disabilities	Moving into the 2017-2018 school year, we've established a school within a school that is designed to ensure that academic programming can be differentiated for students. More specifically, if students would benefit from a non-traditional high school block schedule where they only focused on a specific number of courses at a time, we are able to accommodate either by creating trimesters, quarter long intensive classes, or any combination that best meets the students' needs. If students are in need of credit recovery options, we are able to accommodate by offering course work during the summer and holiday breaks.	n the 2017-2018 school year, we expanded our English as a New Language (ENL) department to ensure that we were meeting the needs of our ENL students and maximizing our impact with this population. The ENL department now contains three certified ENL teachers. We have continued to provide our ENL population with a designated ENL class organized by English language proficiency level. In addition to the ENL classes, we utilized our increased ENL teaching staff to provide integrated co-taught ELA classes to all ENL students. We also significantly increased the push-in and pull-out services in core subjects, including math, history, and science classes. This allows us to support ENL students in their progress towards achieving the commanding level of English proficiency as well as provide hands-on, direct teaching support in the four core content areas. The ENL department teachers also provide daily after school extra support sessions for all ENL students in addition to meeting needs during the school day. Our ENL team regularly communicates with content teachers during co-teacher meetings to plan a rigorous yet supportive curriculum that fosters growth for our ENL students. ENL teachers also use teacher progress reports to track the successes of the students in this program. Additionally, in order to ensure we are monitoring student progress, ENL teachers ensure that each student is placed into the appropriate setting to meet the minimum required minutes for instructional support based on their English language proficiency level. The ENL coordinator monitors all incoming students and analyzes past NYSESLAT data, incoming home language surveys, and administers as well as evaluat

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/11/2018 • Last updated: 10/12/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 – 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 – 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/3018
	67	41	52	0	71

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 – 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 – 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	16	3	0	3	16

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

WCHS has provided a longer response in an attached document entitled "Additional Information for Entry 11 - Teacher and Administrator Attrition".

In sum, in 2017-2018, staff have left in order to take on new leadership roles; utilize their gained expertise for consultancy positions; and, continue their educational careers or academic studies. Throughout these circumstances, the School has maintained close relationships with former staff members to continue preexisting mentorships. In addition, a few staff members left in 2017-2018 due to illness, long commutes, and some were not asked back for reasons detailed in attached document.

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes

Thank you

Entry 12 Uncertified Teachers

Created: 07/11/2018 • Last updated: 07/24/2018

FTE Count of All Teachers (Certified and Uncertified) as of 6/30/18	71
FTE Count of All Certified Teachers as of 6/30/18	61

Instructions for Reporting Percent of Uncertified Teachers

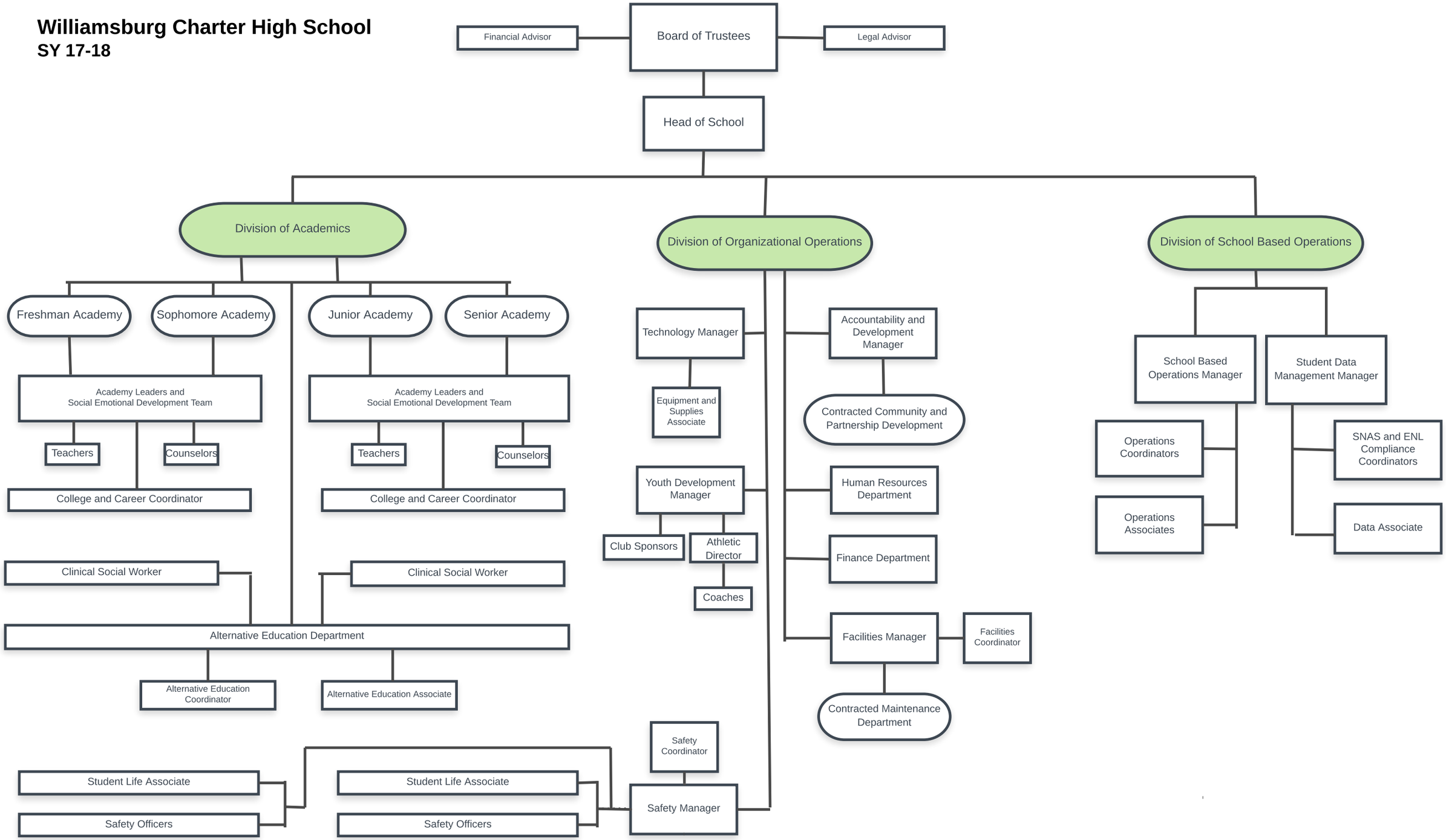
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	10
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	3
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	2
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	7
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

Thank you.

Williamsburg Charter High School
SY 17-18



Williamsburg Charter High School

2018-2019

July						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

School Holidays and Observances (school closed):

Jul 4	Independence Day	Jan 21	MLK Day
Sep 3	Labor Day	Feb 5	Lunar New Year
Sep 10-11	Rosh Hashanah	Feb 18-22	Mid-Winter Recess
Sep 19	Yom Kippur	Apr 19	Good Friday
Oct 8	Columbus Day	Apr22-26	Spring Break
Nov 12	Veteran's Day	May 27	Memorial Day
Nov 21-23	Thanksgiving Vacation	Jun 4	Eid al-Fitr
Dec 24-Jan 1	Winter Vacation		

Days listed in RED are national holidays

School Professional Development Days (no students):

Aug 16-Aug 21	Faculty PD Week	Jan 28	PD Day
Nov 6	PD Day	March 15	PD Day
Jan 2	PD Day	June 6	PD Day

School Events and Occasions:

Aug 13-15	Freshman Bridge Program
Aug 16-17	August Regents Exams
Aug 22	Sophomore Orientation
Aug 23	Junior Orientation
Aug 24	Senior Orientation
Aug 27	First Day of School
Oct 17-18	Parent/Teacher Conferences
Nov 29	End of Trimester 1
Dec 5-6	Student-Led Conferences
Jan 22-25	January Regents Exams
Mar 14	End of Trimester 2
May 8-9	Student-Led Conferences
Jun 3	Global II Regents Exam
Jun 18-25	June Regents Exams
Jun 26	Rating Day; Last Day for Students
Jun 27	Graduation (AM)

School Day Schedule:

Monday, Tuesday, Thursday & Friday: 7:55am – 3:55pm

Wednesday: 7:55am –2:10pm

Important:

Please check the school website at www.thewcs.org for the most updated listing of school events, activities, and important dates.

Additional Information for Entry 8-BOT Membership Table

Please note the following regarding our Board of Trustees Membership Table:

- John Witherspoon and Manny Morales are Co-Treasurers. The School wanted to clarify this as it is not an option on the drop down menu.
- Charles Hobson, our Board Secretary, has severe mobility issues. He is 81 years old and handicapped. Over the course of the year he has had health issues preventing him from attending some meetings. He remains highly active and engaged through participation in weekly phone meetings. This is to clarify why he attended 5 or less meetings over the course of 2017-2018.
- David Fier left his position as Staff Advisor to the Board in January 2018. Karl Richards became the new Staff Advisor to the Board in February 2018. This is to clarify why both of them attended 5 or less meetings over the course of 2017-2018.
- Christopher Francis became a Student Advisor to the Board in April 2018. This is to clarify why he attended 5 or less meetings over the course of 2017-2018.

Additional Information for Entry 11 – Teacher and Administrator Attrition

WCHS' family-oriented nature extends beyond the academic and social-emotional supports we provide for students. WCHS prides itself in being a place where teachers and non-instructional staff members can grow professionally and personally, and as such, turnover occurs as members of our community obtain opportunities that will advance their careers. In 2017-2018, staff have left in order to take on new leadership roles; utilize their gained expertise for consultancy positions; and, continue their educational careers or academic studies. Throughout these circumstances, the School and Leadership have maintained close relationships with former staff members to continue preexisting mentorships. In addition, a few staff members left in 2017-2018 due to illness and focusing on their own health.

Commute is a driving and ongoing factor that contributes to teacher attrition. WCHS is located in the Bushwick section of Brooklyn, NY. The School is accessible via the L and J, M, Z, lines. While this connects many of our students to the School, it is highly inconvenient for many of our teachers who are traveling from Long Island. Because of the specificity of our location, daily travel is often the prevailing reason why teachers leave. During exit interviews, staff members also listed higher salaries and moving out of the country as reasons for leaving.

Williamsburg Charter continues to set a rigorous standard for academic and social emotional development for our students. Through a student-centered approach, we have not only revitalized our curricula but also increased our standards around professional development and pedagogical acumen. Essentially, we have taken steps to better align our training and practices to student outcomes. As our approach and framework have changed, so have our expectations of growth for our staff. In the 2018-19 school year, staff members who, despite opportunity for growth, were unable to meet our expectations for student outcomes were asked to reapply for their positions. In some instances their reapplications were not accepted.

Annual Financial Statement Audit Report

School Name:	Charter School Name
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	-
School Fiscal Contact Name:	Kathy Fernandez
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	PKF O'connor Davies
School Audit Contact Name:	Joseph Ciorciari
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Federal Single Audit (A-133)	
Corrective Action Plan	

Charter School Name
Statement of Financial Position
as of June 30

	2018	2017
CURRENT ASSETS		
Cash and cash equivalents	$ 5,212,396	$ 4,620,863
Grants and contracts receivable	596,990	820,060
Accounts receivables	-	-
Prepaid Expenses	39,709	5,385
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	5,849,095	5,446,308
NON-CURRENT ASSETS		
Property, Building and Equipment, net	$ 2,271,750	$ 2,149,978
Restricted Cash	81,116	75,600
Security Deposits	1,523,923	1,523,923
Other Non-Current Assets	2,480,271	1,512,024
TOTAL NON-CURRENT	6,357,060	5,261,525
TOTAL ASSETS	**12,206,155**	**10,707,833**
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 197,076	$ 122,697
Accrued payroll, payroll taxes and benefits	705,386	545,853
Current Portion of Loan Payable	-	-
Due to Related Parties	-	-
Refundable Advances	19,356	75,220
Deferred Revenue	-	-
Other Current Liabilities	-	-
TOTAL CURRENT	921,818	743,770
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	8,507,459	7,673,412
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	8,507,459	7,673,412
TOTAL LIABILITIES	9,429,277	8,417,182

NET ASSETS		
Unrestricted	$ 2,776,878	$ 2,290,651
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	2,776,878	2,290,651
TOTAL LIABILITIES AND NET ASSETS	**12,206,155**	**10,707,833**

Charter School Name
Statement of Activities
as of June 30

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 13,917,983	$ -	$ 13,917,983	$ 13,710,967
State and Local Per Pupil Revenue - SPED	1,375,467	-	1,375,467	1,263,862
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	647,026	-	647,026	605,222
State and City Grants	64,902	-	64,902	133,204
Other Operating Income	257,091	-	257,091	274,505
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	16,262,469	-	16,262,469	15,987,760
EXPENSES				
Program Services				
Regular Education	$ 11,817,522	$ -	$ 11,817,522	$ 12,099,530
Special Education	1,811,835	-	1,811,835	1,814,818
Other Programs	-	-	-	-
Total Program Services	13,629,357	-	13,629,357	13,914,348
Management and general	2,146,885	-	2,146,885	1,964,799
Fundraising	-	-	-	-
TOTAL EXPENSES	15,776,242	-	15,776,242	15,879,147
SURPLUS / (DEFICIT) FROM OPERATIONS	486,227	-	486,227	108,613
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ -	$ -	$ -	$ -
Contributions and Grants	-	-	-	-
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	-	-	-	-
Net Assets Released from Restrictions / Loss on Disposal	$ -	$ -	$ -	$ -
CHANGE IN NET ASSETS	486,227	-	486,227	108,613

NET ASSETS - BEGINNING OF YEAR	$ 2,290,651	$ -	$ 2,290,651	$ 2,182,038
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	$ 2,776,878	$ -	$ 2,776,878	$ 2,290,651

Charter School Name
Statement of Cash Flows
as of June 30

	2018	2017
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 486,227	$ 108,613
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	225,427	193,154
Grants Receivable	223,070	(79,364)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(34,324)	27,450
Accounts Payable	74,379	(461,948)
Accrued Expenses	-	-
Accrued Liabilities	159,533	13,157
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	834,047	916,797
Other	(55,864)	65,478
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 1,912,495	$ 783,337
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	(347,199)	(161,641)
Other	(973,763)	(1,512,047)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (1,320,962)	$ (1,673,688)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 591,533	$ (890,351)
Cash at beginning of year	4,620,863	5,511,214
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 5,212,396	$ 4,620,863

Charter School Name
Statement of Functional Expenses
as of June 30

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	-	4,394,983	520,858	-	4,915,842	-	246,621	246,621
Instructional Personnel	-	1,737,460	205,910	-	1,943,370	-	97,496	97,496
Non-Instructional Personnel	-	364,073	43,147	-	407,221	-	20,430	20,430
Total Salaries and Staff	-	6,496,517	769,915	-	7,266,432	-	364,547	364,547
Fringe Benefits & Payroll Taxes		1,185,654	130,221	-	1,315,876	-	61,659	61,659
Retirement		43,540	4,782	-	48,321	-	2,264	2,264
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	150,000	150,000
Accounting / Audit Services		-	-	-	-	-	33,472	33,472
Other Purchased / Professional / Consulting Services		357,529	234,900	-	592,429	-	367,091	367,091
Building and Land Rent / Lease		2,659,912	466,455	-	3,126,367	-	548,770	548,770
Repairs & Maintenance		-	-	-	-	-	497,894	497,894
Insurance		187,703	22,762	-	210,465	-	17,853	17,853
Utilities		233,202	41,345	-	274,547	-	6,484	6,484
Supplies / Materials		130,625	29,179	-	159,804	-	22,887	22,887
Equipment / Furnishings		25,266	22,293	-	47,559	-	5,101	5,101
Staff Development		43,799	9,589	-	53,388	-	3,730	3,730
Marketing / Recruitment		12,238	2,320	-	14,558	-	3,639	3,639
Technology		27,594	2,831	-	30,425	-	1,110	1,110
Food Service		-	-	-	-	-	-	-
Student Services		187,703	29,369	-	217,072	-	-	-
Office Expense		45,358	14,127	-	59,485	-	10,181	10,181
Depreciation		171,235	30,371	-	201,606	-	23,821	23,821
OTHER		9,648	1,376	-	11,024	-	26,381	26,381
Total Expenses		$ 11,817,523	$ 1,811,835	$ -	$ 13,629,358	$ -	$ 2,146,884	$ 2,146,884

	2017
Total	
$	$
5,162,463	2,063,589
2,040,866	5,342,895
427,651	450,937
7,630,979	7,857,421
1,377,535	1,449,168
50,586	52,115
-	-
150,000	165,000
33,472	43,250
959,520	620,311
3,675,137	3,675,137
497,894	466,180
228,318	231,467
281,031	312,354
182,691	215,750
52,660	74,907
57,118	52,793
18,197	19,899
31,535	30,958
-	3,791
217,072	274,535
69,666	83,942
225,427	193,154
37,405	57,015
$ 15,776,242	$ 15,879,147