

## APPENDIX A: 2022-23 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Elm City Montessori School	2014
Street Address:	City/Zip Code:
495 Blake Street	New Haven, CT 06515
School Director:	School Director Contact Information:
Julia Webb	<a href="mailto:julia.webb@elmcitymontessori.org">julia.webb@elmcitymontessori.org</a> /475.220-2100
Grades Authorized to Serve in 2022-2023:	Charter Term:
PK-8	2023-2027
<p>1. <b>School Performance Best Practices:</b> In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2022-2023 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area as appropriate.</p> <p>Maria Montessori’s vision of social reform, fueled by service to the child, animates all aspects of the Elm City Montessori School program. We are focused on providing access to high quality early childhood education using Montessori to build an Anti-Bias and Anti-Racist (ABAR) institution. ECMS works in partnership with New Haven Public Schools on a shared vision of meaningful school improvement.</p> <p>The Montessori approach consists of hands-on, student directed learning that allows students to master lessons, which increase in difficulty, at their own pace. We are developing Culturally Responsive Practices focused on building strong learning partnerships, academic mindset and strong instructional cycle.</p> <p>We worked with staff to develop a School Improvement Plan focused on ABAR, social emotional learning, and academics. Our chronic absenteeism for this past year was 14.3%, lower than the state and district average. We implemented Social Emotional Curriculum from <i>Conscious Discipline</i>. In 2020-2021 and 2021-2022, we did not have any suspensions, and in 2022-2023 we had less than 1%. For academics, we are focused on instruction, assessment and feedback cycles. We have continued to use structured literacy for K-8 and below grade level readers.. For the past two years, we have used iReady Mathematics to provide increased practice in foundational math and fluency. From 2019-2022, ELA and Mathematics proficiency increased in all our standard measures (NWEA Map: +7.88% in ELA; +19.34% in Mathematics. SBA: +19% in ELA; +14% in Mathematics). For 2023, we continued to grow in NWEA Map (NWEA Map + 2.54% in ELA and +.94% in Mathematics).</p> <p>In the last year, we have used school-wide rubrics for writing with common writing assessments across levels with data collective and review. We implemented portfolios to increase higher order thinking that reflects the standard and values of our ABAR Montessori program.</p>	

PART 2: SCHOOL PERFORMANCE				
<b>1. School Goals:</b> State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows as necessary.				
<b>MISSION STATEMENT</b>				
Elm City Montessori School, a diverse learning community, offers New Haven families a high-quality, public Montessori program for children between the ages of three and thirteen.				
Goal Statement:	Evidence of Progress Toward Target Goals:			
Implement Culturally Responsive Practices to form stronger learning partnerships and student attendance	Chronic Absenteeism for 2021-2022 school year was less than 13%. In 2023, our Chronic Absenteeism was 14.3%, lower than state and district.			
Integrating Anti Bias Education and Social Emotional Learning for increased learning time and decreased suspensions	The school’s rate for 2020-2021 and 2021-2022 was zero, which is below the district and state average. In 2022-2023 our suspension rate was less than 1%			
Implement structured literacy for K-8, for Tier 1 and interventions to increase reading proficiency	From 2020-2022, ELA and Mathematics proficiency increased in all our standard measures (NWEA Map: +7.88% in ELA; +19.34% in Mathematics. SBA: +19% in ELA; +14% in Mathematics). For 2023, NWEA Map + 2.54% in ELA			
<b>2. Student Achievement:</b> Data summarizing school performance and academic achievement from the 2021-22 school year provided below. Please review data evidencing student growth and progress toward closing achievement gaps.				
<b>Performance Metric</b>		<b>2021-2022</b>		
1.1. Academic Achievement				
a. ELA Performance Index – All Students	67.4			
b. ELA Performance Index – High Needs Students	57.0			
c. Math Performance Index – All Students	54.6			
d. Math Performance Index – High Needs Students	44.0			
e. Science Performance Index – All Students	62.6			
f. Science Performance Index – High Needs Students	*			
1.2. Academic Growth				
a. ELA Academic Growth – All Students	45.1%			
b. ELA Academic Growth – High Needs Students	44.4%			
c. Math Academic Growth – All Students	46.5%			
d. Math Academic Growth – High Needs Students	42.1%			
e. Progress Toward English Language Proficiency – Literacy	*			
f. Progress Toward English Language Proficiency - Oral	*			
1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs)				
1.4. Chronic	a. All Students	12.4%		

Absenteeism	b. High Needs	20.7%		
1.5. Postsecondary Preparation		*		
1.6. Postsecondary Readiness		*		
1.7. On-track to High School Graduation		*		
1.8. 4-year Graduation—All Students 2020-21 Cohort		*		
1.9. 6-year Graduation—High Needs 2018-19 Cohort		*		
1.10. Postsecondary Entrance		*		
1.11. Physical Fitness (estimated participation rate = <b>78.6%</b> )		27.3%		
1.12. Arts Access		*		
<b>School Category:</b>		3		
<b>Charter School Accountability Index:</b>		53.9		

**3. Legal Compliance Best Practices:** In 250 words or less, detail how specific practices employed at the school result in ensuring that the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners/Multilingual learners, employee and student rights) overtime. Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area as appropriate.

We have an Intervention/SRBI team, with leadership, instructional coach, interventionists that work in collaboration with classroom teachers to provide interventions and instruction in our tiered System. In the last two years, we have prioritized having plans with clear goals and progress monitoring and including families planning meetings.

Our intervention process is in place to help our learners reach mastery of grade level material. We review this data with our SPED team to identify learners for special education. We work in conjunction with New Haven Public Schools to run PPT's and service IEP's for our identified students. We have regular PPT's to review services and provide educational benefits for all our identified children. We use these systems to ensure that children with IEP's continue to grow in reading and math.

For ELL children, we work in conjunction with New Haven Public Schools to evaluate and serve our identified children. We use the support from NHPS to provide LAS Links assessments to continue to chart our children's growth and needs. We have two certified TESOL teachers providing both interventions to students and supports to classroom teams. We are working with classroom teachers to provide rich language supports for English Language Learners and provide more bilingual learning and culture in our classrooms.

**PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT**

**1. Financial Documents:** As required by C.G.S. § 10-66cc(b)(2)and 10-66pp, the charter school, and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2021-2022 certified audit statements, including the statement of activities showing all revenues from public and private sources, expenditures, and net operating gain/loss, balance sheet and statement of cash flows; (2) the charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form; (3) provide the FY 2022-2023 budget; and (4) provide a FY 2023-2024 board-approved budget.

**2. Financial Condition:** Provide the following financial data for FY 2022-2023

Total margin (net income/total revenue):	<b>32.0%</b>
Debt to asset ratio (total liabilities/total assets):	<b>67.5%</b>
Debt service coverage ratio (net income + depreciation + interest expense)/ (annual principal + interest, and lease payments):	<b>3.45 to 1</b>
Current asset ratio (current assets/current liabilities):	<b>5.1-1</b>
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	<b>327</b>
Cash flow (change in cash balance):	<b>\$723,981</b>

**3. Governing Board:** Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the information below for all governing board members. The governing board should include teachers, parents, guardians of students enrolled in the school, and the chairperson of the local or regional board of education of the town in which the charter school is located. The chairperson has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, or the superintendent’s designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Michael Van Leesten	Director, organization Development & Stakeholder Engagement, Social Venture Partners	President	MVanleesten@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Alayna Stone	Assistant CT Attorney General	Vice President	alaynastone@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sheena Strawter-Anthony	Director of Impact Investment Strategy at the William Caspar Graustein Memorial Fund, and founder of Feel Good Investments	ECMS Board Treasurer	SSstrawter-Anthony@wcgmf.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Carolyn Havrda,	Retired educational leader that has dedicated 35 years to public education in Hartford.	ECMS Board Secretary	cmhavrda@icloud.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jose Cuapio	Small business owner	Parent Member	Josecuapio@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Susan Clark	ECMS Elementary Guide	Teacher Member	Susan.Clark@elmcitymontessori.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
keith Krolak	Architect	Community Member	Keith@KeithKrolak.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Dr. Diane Ariza	Vice President for Diversity, Equity and Inclusion at Southern Connecticut State University	Community Member	Arizad1@southernct.edu	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**4. Renewal Terms and Other Issues:** Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
1.1 Academic Achievement	<p>The SBE required Elm City Montessori to develop and submit a corrective action plan in student academic achievement to the CSDE by April 2023.</p> <p>In October 2023, the school was required to submit a bimonthly report to the CSDE monitoring its year-to-date progress toward improving student academic achievement.</p>	<p>Our Corrective Action Plan was drafted, revised, and approved. We have been using this plan to structure our work in reading and mathematics.</p> <p>We are working on data collection and analysis to submit our report to the CSDE. We have implemented the strategies and are on pace for the timeline as planned in the Corrective Action Plan.</p>
3.3 Demographic Representation	<p>The school’s 2022-23 English learner/Multilingual learner (ELs/MLs) population was 2.3%.</p> <p>To better reflect the demographics of the surrounding community, the school must continue to seek to enroll more students who are ELs/MLs.</p>	<p>We are working on early screening of our PreK population for identifying English Language Learners/Multilingual Learners in our school population.</p> <p>We continue to partner with early childhood community and neighborhood groups to enroll more students who are English Language Learners/Multilingual Learners.</p>
4.5 Teacher/Staff Credentials	<p>As of May 25, 2023, the Bureau of Educator Standards and Certification reported 1 staff identified in the Educator Data System as out of compliance for the 2022-23 school year.</p> <p>Per state statute, it is the school’s responsibility to take steps to ensure 100% of school staff hold appropriate certificates, permits, or authorizations for positions.</p>	<p>We have coordinated with NHPS Human Resources and graduate programs. We have one staff member who is a long term sub, who is working with NHPS and RELAY for his certification by Dec. 1. The rest of our certified positions are filled by staff who are currently certified.</p>

**5. Stewardship, Governance, and Management Best Practices:** In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations) that ensure the school is financially viable, organizationally healthy, strong, and held accountable to established goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area as appropriate.

ECMS is fortunate to have skilled and dedicated board members who meet monthly, alternating between committee meetings and full board meetings. We are committed to maintaining a diverse board of members deeply connected to New Haven and our school community. The Governance and Finance/Fundraising Committees of the Board of Trustees meet bimonthly to oversee the governance and financial management of the school and update the full board at bimonthly meetings. The Principal and Executive Director work with New Haven Public Schools to oversee in-kind expenditures made by the district on the school's behalf and ensure adequate cash flow to support core operating expenses based on annual per pupil funding. ECMS leadership works closely with the Assistant Superintendent and reviews budget and expenditures with NHPS leadership several times per year. Since its inception, ECMS has ended each fiscal year with sufficient cash on hand. Annual audits have reported no financial statement findings from FY21-FY22.

We recognize the value of sharing our progress and learning with a range of community stakeholders, most notably, the New Haven Board of Education, and have begun partnering with Gather New Haven and Common Ground School in our farm program. A formal site visit from for Board of Education members and to secure a Board of Education member to serve on the ECMS Board of Trustees. Our goal is to provide more opportunities to partner and share across New Haven Public Schools. We have other ideas for sharing our work with the Board of Education and welcome input on how we can best engage its members.

## PART 4: STUDENT POPULATION

**1. Enrollment and Demographic Data:** Provide 2022-2023 student demographic and enrollment information.

<b>Grades Served:</b>	PK-8	American Indian or Alaska Native:	0
<b>Student Enrollment:</b>	284	Asian:	8
		Black/African American:	65
<b>Percent of Free/Reduced-Price Meals:</b>	39% (111 Students)	Hispanic/Latino:	84
		Native Hawaiian or Pacific Islander:	0
<b>Percent of Special Education Students:</b>	15% (45 students)	Two or More Races:	25
		White:	102

### 2022-2023 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
71	35	37	35	19	25	25	17	19	15	0	0	0	0	<b>298</b>

**2. Enrollment Efforts:** Summarize the school's efforts to attract, enroll and retain a diverse student population, representative of students of color, low-income students, English learners/Multilingual learners, and students with disabilities.

ECMS is committed to maintaining a diverse and representative student population. We work closely with the New Haven Choice and Enrollment Office to recruit students from across New Haven. As part of our partnership with the Open Choice program, we have 13 students (4%) from surrounding towns. Each year, we hold at least three open houses (during the school day, weeknights, and weekends. Online and in-person), attend all NHPS citywide recruitment events, and offer public tours of our school. In addition, we hold multiple family orientation events in the spring and fall for families of students who received seats at our school so that they can better understand our model, as well as providing them with current family buddies, and inviting them to family events before enrollment.

This past year, we maintained our high-touch outreach strategies and maintained strong application numbers. The New Haven Public Schools Office of Choice & Enrollment manages the ECMS application and enrollment process. Students may apply to up to 6 schools through the NHPS Choice application process. Based on NHPS policy, if a student receives a seat at any one of the schools they apply for, they are removed from the ECMS waiting list, regardless of choice ranking. We actively engage current ECMS families in student recruitment. Current families attend the NHPS citywide expo and ECMS open houses to share their experiences at the school with incoming families. We also regularly share school information via our social media pages (Facebook and Instagram) which allows current families to easily share photos and basic school events with friends and family. We remain committed to recruiting and retaining key populations at ECMS. Some of the efforts we have made and continue to make to recruit and retain students that represent key populations include:

- **Building of strategic partnerships with immigrant-serving organizations:** Collaborate with non-profits such as Junta for Progressive Action, Semilla Collective, Integrated Refugee & Immigrant Services (IRIS)
- **Advancing multiple language use in recruitment:** Offer Spanish language and interpretation for recruitment as well as enrollment/registration support. We have also provided more consistent and professional language interpretation for events, conferences, etc.
- **Multilingual staff recruitment:** Hire bilingual Magnet Resource Teacher (Cross-endorsed: Bilingual educator, TESOL). Since 2019, we have hired a total of 14 multilingual staff members. Staff at our school



## APPENDIX B: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Academic Achievement <ul style="list-style-type: none"> <li>a. ELA Performance Index–All Students</li> <li>b. ELA Performance Index–High Needs Students</li> <li>c. Math Performance Index–All Students</li> <li>d. Math Performance Index–High Needs Students</li> <li>e. Science Performance Index–All Students</li> <li>f. Science Performance Index–High Needs Students</li> </ul> 1.2. Academic Growth <ul style="list-style-type: none"> <li>a. ELA Academic Growth–All Students</li> <li>b. ELA Academic Growth–High Needs Students</li> <li>c. Math Academic Growth–All Students</li> <li>d. Math Academic Growth–High Needs Students</li> <li>e. Progress toward English Language Proficiency–Literacy</li> <li>f. Progress toward English Language Proficiency–Oral</li> </ul> 1.3. Participation Rates–ELA, Math, Science (a. All Students, b. High Needs)           1.4. Chronic Absenteeism (a. All Students, b. High Needs)           1.5. Postsecondary Preparation           1.6. Postsecondary Readiness           1.7. On-track to High School Graduation           1.8. 4-year Adjusted Cohort Graduation (All Students)           1.9. 6-year Adjusted Cohort Graduation (High Needs Students)           1.10. Postsecondary Entrance Rate           1.11. Physical Fitness           1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support  3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

## APPENDIX C: STATEMENT OF ASSURANCES

It is imperative that charter schools—as with all other public schools—adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Elm City Montessori School**, to the best of my knowledge, I affirm that:

1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal record check and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above, are on file at **Elm City Montessori School** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Elm City Montessori School** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Elm City Montessori School** serves on the board of another charter school or CMO.
7. All public funds received by **Elm City Montessori School** have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **Elm City Montessori School** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **Elm City Montessori School** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.
10. **Elm City Montessori School** does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.



By signing this Statement of Assurances on behalf of the Governing Board of **Elm City Montessori School**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Elm City Montessori School** may be subject to random audit by the CSDE to verify these statements.

**Signature:**

Michael J. Van Leesten

**Name of Board Chairperson:**

Michael J. Van Leesten

**Date:**

October 19, 2023