



Entry 1 School Information and Cover Page

Created: 07/03/2018 • Last updated: 07/31/2018

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 COMMUNITY ROOTS CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 13

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	51 Saint Edwards Street Brooklyn, NY 11205			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Allison Keil
Title	Co-Director
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL) www.communityroots.org

f. DATE OF INITIAL CHARTER 12/2005

g. DATE FIRST OPENED FOR INSTRUCTION 09/2006

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

MISSION STATEMENT

Philosophy

Students at Community Roots Charter School are part of an educational community where rigorous curriculum is made engaging and accessible and where students meet high expectations by receiving the support they need and deserve. Community Roots provides educational experiences that address the individual needs of students and ensure that all students meet their potential.

We believe that people learn best by doing things in meaningful and interesting contexts and that children need direct instruction in order to develop the skills necessary to be active participants in learning experiences. Community Roots students receive direct instruction in all content areas and participate in literacy experiences (reading, writing, listening, and speaking) while being engaged in the study of their world through three in-depth social studies-based units each year.

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	<p>The Community Roots Core Values are:</p> <ul style="list-style-type: none"> Honor Yourself and Others Work Together Work Hard Help Each Other Try New Things Be Reflective <p>Our Core Values at Community Roots really set the foundation for the work that we do every day. These are a small set of guiding principles that have a profound impact on how everyone in our school strives to think and act. They have intrinsic value and are of significant importance to the staff and children at Community Roots. Since we are an extremely diverse community and all enter through our school doors with a variety of backgrounds, thoughts, and ideas, it is these few and extremely powerful guiding principles that become the common ground that we invite all</p>
------------	--

	<p>our children to be a part of and the values that they are asked to guide all their actions.</p> <p>The Core Values are embedded in our every day interactions, but every year from September to December we focus on more explicit instruction across the school. Beginning with the Core Value: Honor Yourself and Others, we take 2 weeks and work our way through all the Core Values. During this 2-week span, activities, read-alouds, and discussions take place around each Core Value.</p>
Variable 2	<p>Community Roots is Committed to Diversity and Inclusion</p> <p>Since its founding, Community Roots Charter School (CRCS) has been committed to creating a learning environment which is diverse and inclusive. By offering students the opportunity to learn and grow side by side with peers from varied backgrounds and abilities, we believe that graduates will leave our school with a sense of community which transcends the traditional borders of race, culture and socioeconomic status, as well as an ability to challenge the misconceptions around gender and sexuality. Using research and an understanding of our own community, we have developed a comprehensive approach to teaching students how people’s experiences and interactions are shaped by their identity. Through a rich social studies focus and a social-emotional curriculum, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.</p> <p>Community Roots is located in Fort Greene, Brooklyn. As a means of safeguarding the socio-economic diversity of the school in a neighborhood with constantly shifting demographics and intense demand for quality elementary education, the school’s admissions lottery was weighted to ensure that 40% of incoming Kindergartners are from the Ingersoll Houses, Walt Whitman Houses, and Farragut Houses, public housing directly surrounding the school building.</p>
Variable 3	<p>Community Roots Aligns with an Anti-Bias Approach</p> <p>Community Roots aligns closely to an anti-bias approach, which we believe is critical to the creation and sustainability of an environment where a diverse student population can thrive. This quote from the Anti-Defamation League defines this approach: “Anti-bias education incorporates the philosophy of multicultural education while expanding to include other forms of bias, stereotypes and misinformation. Anti-bias education not only addresses race and ethnicity but also includes gender, language, religion, sexual orientation, physical and mental abilities and economic class. Anti-bias</p>

education takes an active, problem solving approach that is integrated into all aspects of an existing curriculum and a school's environment. An anti-bias curriculum promotes an understanding of social problems and provides students with strategies for improving social conditions."

By prioritizing issues of identity, discrimination and social justice in our curriculum and our professional development, the school strives to be a brave-space (a space that supports people to take risks) for differences of all kinds, where all staff, students, and families feel supported, empowered and fully engaged.

Through our commitment to an anti-bias curriculum, we strive to create a learning environment where:

History is seen as being made up of multiple perspectives

Students build connections between the historical content of the curriculum and their everyday lives.

Topics are openly addressed around (but not limited to) race, gender, sexuality, class, and physical and mental ability

Students are supported in exploring their multi-dimensional and developing identities

There is a shared language around inclusion and diversity

Teachers and families have a clear understanding of social justice concepts that will be introduced and studied in each grade

Different perspectives are shared and welcome

Variable 4

Professional Development to Support Our Approach

Professional development is another crucial element in creating a strong infrastructure for diversity and inclusion.

The Diversity Working Group

To help build a sustainable and developmentally appropriate anti-bias curriculum, and to support staff in addressing issues surrounding bias related to race, class, gender, and sexuality, that surface on a day-to-day basis both inside and outside the classroom, a Diversity Working Group (DWG) was created in 2012. Made up of a team of self-selected faculty members from within the school community, the DWG meets regularly to create a social justice scope and sequence to be integrated into existing social studies units and reinforced through read-alouds and community conversations. In addition, the group designs and facilitates staff trainings,

	coordinates with outside agencies that run workshops on topics related to diversity, and puts together a summer reading list that allows all members of the community to continue to engage with these issues on an on-going basis.
Variable 5	<p>Approaching Our Work with Love</p> <p>Along with our core values, we see social justice as a cornerstone of our educational community, where honoring one another becomes a key element of academic success. Most importantly, we believe that all of this work is only possible and meaningful if it is approached with love:</p> <p>The moment we choose to love we begin to move against domination, against oppression. The moment we choose to love we begin to move towards freedom, to act in ways that liberate ourselves and others. That action is the testimony of love as the practice of freedom. - Bell Hooks in Love as the Practice of Freedom, Outlaw Culture</p>
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018 473

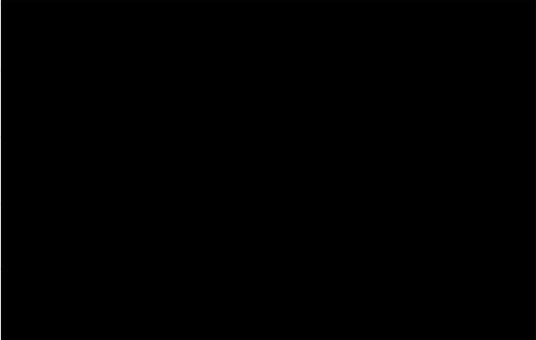
j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
---------------	---------------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

K2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Charter School Business Management
PHYSICAL STREET ADDRESS	
CITY	
STATE	
ZIP CODE	
EMAIL ADDRESS	

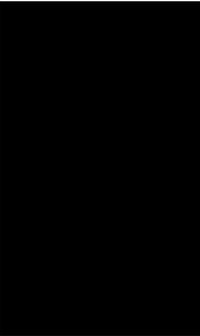
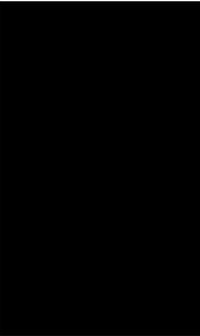
I1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

I2. 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)	51 SAINT EDWARDS STREET, BROOKLYN, NY 11205		NYC CSD 13	K-5	N/A	
Site 2	50 NAVY STREET, BROOKLYN, NY 11201		NYC CSD 13	6-8	N/A	
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	ALLISON KEIL			
Operational Leader	SANDY LEE			
Compliance Contact	SANDY LEE			
Complaint Contact	ALLISON KEIL			
DASA Coordinator				

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	ERIN CARSTENSEN			
Operational Leader	SANDY LEE			
Compliance Contact	SANDY LEE			
Complaint Contact	ALLISON KEIL			
DASA Coordinator				

m1. Are any sites in co-located space? If yes, please proceed to the next question. Yes

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	PERMANENT	No		No		
Site 2	PERMANENT	No		No		
Site 3						

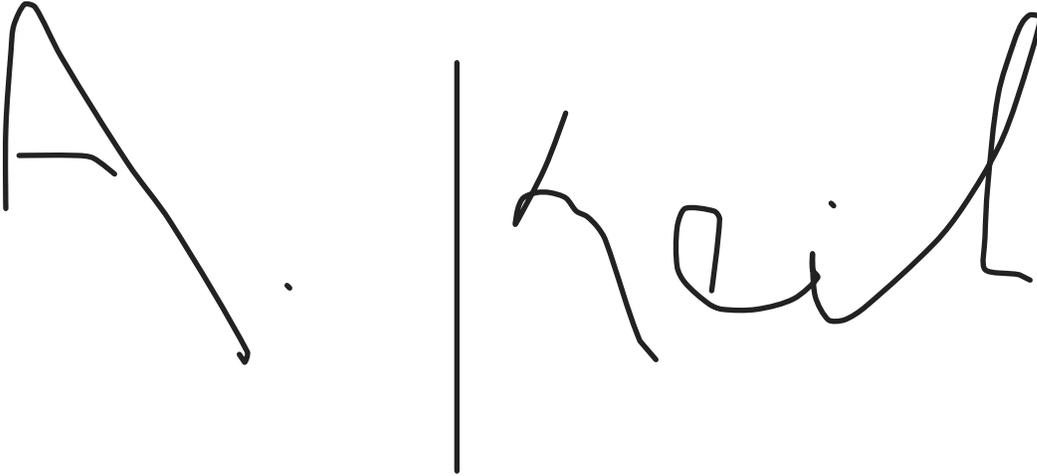
n1. Were there any revisions to the school’s charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed this Annual Report. Allison Keil - Head of School, Sandy Lee-Director of Operations, Andrew Ngeseyan-Director of Finance, Megan King - Director of Development

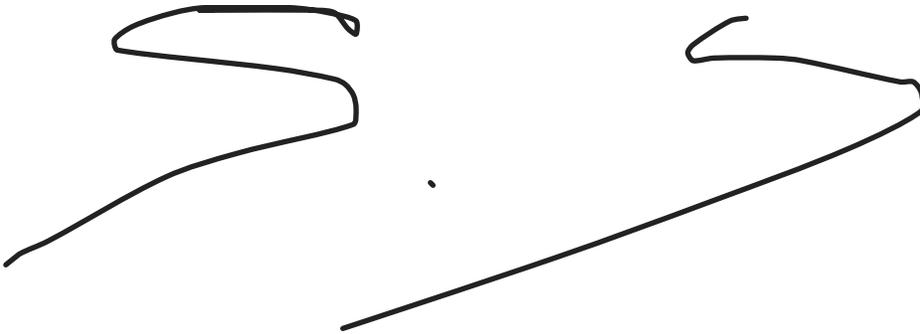
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand 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

A handwritten signature in black ink. The first letter is a large, stylized 'A'. A vertical line separates the first name from the last name, 'Reid'. The signature is written in a cursive, flowing style.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a long horizontal stroke that curves upwards at the end.

Date

2018/07/31

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/03/2018

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

NYCDOE-Authorized Charter School

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

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?instid=800000059312&year=2017&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1®ents=1&nysaa=1&nyseslat=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



Entry 4 Expenditures per Child

Created: 07/03/2018 • Last updated: 07/26/2018

COMMUNITY ROOTS CS (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	9391056
Line 2: Year End FTE student enrollment	473
Line 3: Divide Line 1 by Line 2	19845

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)	1099819
Line 2: Management and General Cost (Column)	212975
Line 3: Sum of Line 1 and Line 2	1312794
Line 5: Divide Line 3 by the Year End FTE student enrollment	2774

Thank you.

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 accommodate 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.

Community Roots Charter 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	7,225,518	1,697,425	69,250	284,000	-	9,276,193
Total Expenses	5,660,423	1,245,871	-	51,500	2,077,638	9,035,432
Net Income	1,565,095	451,554	69,250	232,500	(2,077,638)	240,761
Actual Student Enrollment	474	95				-
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
District of Location	\$15,307.00
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	

7,225,518	1,459,845	69,250	-	-	8,754,613
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
7,225,518	1,459,845	69,250			8,754,613

Special Education Revenue

Grants

Stimulus

Other

Other State Revenue

-	-	-	-	-	-
-	-	-	-	-	-
-	32,580	-	-	-	32,580

TOTAL REVENUE FROM STATE SOURCES

7,225,518	1,492,425	69,250			8,787,193
-----------	-----------	--------	--	--	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

-	80,000	-	-	-	80,000
-	50,000	-	-	-	50,000
-	75,000	-	-	-	75,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES

	205,000				205,000
--	---------	--	--	--	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

-	-	-	284,000	-	284,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

			284,000		284,000
--	--	--	---------	--	---------

TOTAL REVENUE

7,225,518	1,697,425	69,250	284,000		9,276,193
-----------	-----------	--------	---------	--	-----------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

-	-	-	-	340,000	340,000
-	-	-	-	-	-
-	-	-	-	295,685	295,685
-	-	-	-	-	-
-	-	-	-	-	-

Community Roots Charter 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	7,225,518	1,697,425	69,250	284,000	-	9,276,193
Total Expenses	5,660,423	1,245,871	-	51,500	2,077,638	9,035,432
Net Income	1,565,095	451,554	69,250	232,500	(2,077,638)	240,761
Actual Student Enrollment	474	95				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	-	-	-	-	1,193,754	1,193,754
TOTAL ADMINISTRATIVE STAFF					1,829,440	1,829,440
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	3,595,170	-	-	-	-	3,595,170
Teachers - SPED	-	901,164	-	-	-	901,164
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	3,595,170	901,164				4,496,334
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	203,000	-	-	-	-	203,000
TOTAL NON-INSTRUCTIONAL	203,000					203,000
SUBTOTAL PERSONNEL SERVICE COSTS	3,798,170	901,164			1,829,440	6,528,774
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	405,190	101,298	-	-	-	506,488
Fringe / Employee Benefits	849,635	212,409	-	-	-	1,062,044
Retirement / Pension	184,616	-	-	-	-	184,616
TOTAL PAYROLL TAXES AND BENEFITS	1,439,442	313,707				1,753,149
TOTAL PERSONNEL SERVICE COSTS	5,237,612	1,214,871			1,829,440	8,281,923
CONTRACTED SERVICES						
Accounting / Audit	-	-	-	-	43,000	43,000
Legal	-	-	-	-	5,000	5,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	18,000	18,000
Special Ed Services	-	26,000	-	-	-	26,000
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		26,000			66,000	92,000
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	276,782	-	-	-	-	276,782
Special Ed Supplies & Materials	-	5,000	-	-	-	5,000
Textbooks / Workbooks	-	-	-	-	-	-

Community Roots Charter 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	7,225,518	1,697,425	69,250	284,000	-	9,276,193
Total Expenses	5,660,423	1,245,871	-	51,500	2,077,638	9,035,432
Net Income	1,565,095	451,554	69,250	232,500	(2,077,638)	240,761
Actual Student Enrollment	474	95				
Total Paid Student Enrollment	-	-				

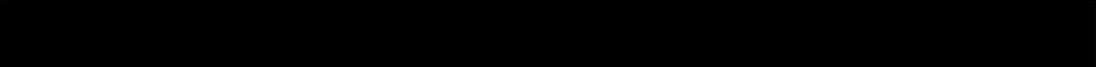
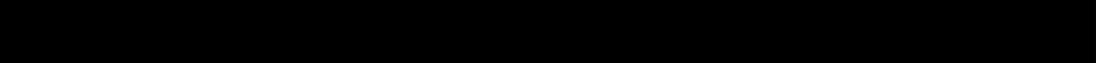
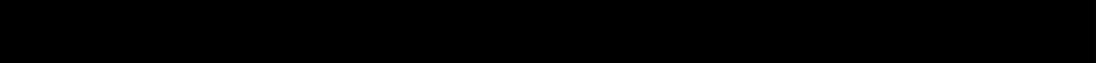
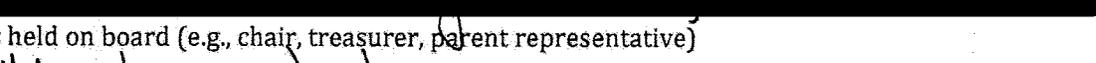
	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	160,250	160,250
Staff Development	90,632	-	-	-	-	90,632
Staff Recruitment	7,500	-	-	-	-	7,500
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	51,500	-	51,500
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	374,914	5,000		51,500	160,250	591,664
FACILITY OPERATION & MAINTENANCE						
Insurance	47,897	-	-	-	-	47,897
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	16,948	16,948
Repairs & Maintenance	-	-	-	-	5,000	5,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	47,897				21,948	69,845
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTIGENCY						
TOTAL EXPENSES	5,660,423	1,245,871		51,500	2,077,638	9,035,432
NET INCOME	1,565,095	451,554	69,250	232,500	(2,077,638)	240,761

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	474	95	569
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	474	95	569
REVENUE PER PUPIL	15,244	17,868	122
EXPENSES PER PUPIL	11,942	13,114	-

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Allison Keil
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC Dept. of Education
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Board Member at large

9. Is the trustee an employee of the school? Yes No

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

Co-Founder / Co-Director oversee all aspects of the school 8/06 \$1170,000

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

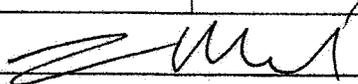
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">NONE</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

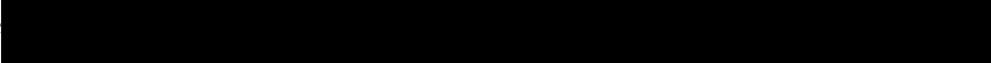
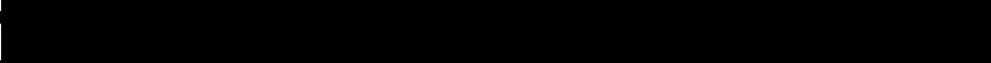
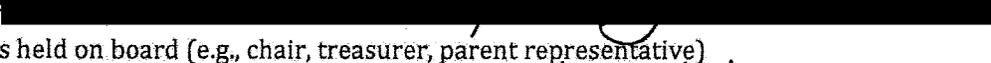
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">NONE</p>				


2/6/18
 Signature _____ Date _____

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) SARA STONE
2. Charter School Name COMMUNITY ROOTS CHARTER SCHOOL
3. Charter Authorizer Entity NYC Charter School Center DOE
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
I am a non-voting board member at large.

9. Is the trustee an employee of the school? Yes No

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

Co. Director August 2006

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

11. 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 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 Question 2-4 above, you need not disclose again your employment status, salary, etc.

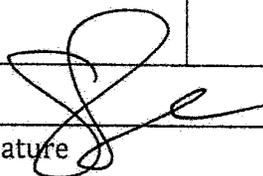
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.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

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
—	None	—	—	—

Signature

Date



1/22/18

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Scott Strasser
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity _____
4. Home Address* _____
5. Business Address _____
6. Daytime Phone* _____
7. E-Mail Address* _____
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Co-chair of Board (Trustee)

9. Is the trustee an employee of the school? Yes No

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

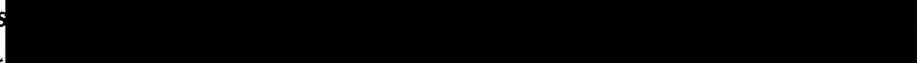
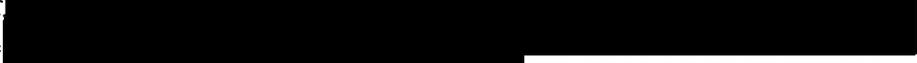
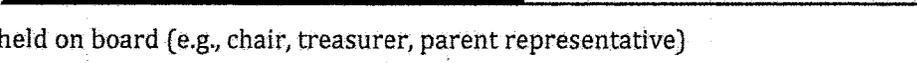
10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Tracy Strauss
- 2. Charter School Name Community In Focus Charter School 1
- 3. Charter Authorizer Entity NYC DOE
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
Chair

- 9. Is the trustee an employee of the school? Yes No

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

- 10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

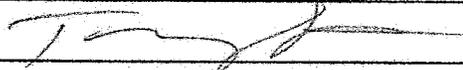
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p><i>None</i></p>				


1/22/18

Signature _____ Date _____

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Katherine O'Donnell
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC DOE
4. Home Address* 
5. Business Address* 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

11. 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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; text-align: center;">None </p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; text-align: center;">None </p>				

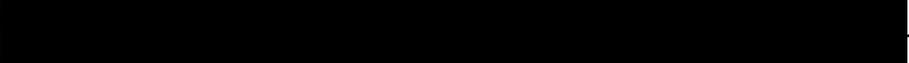
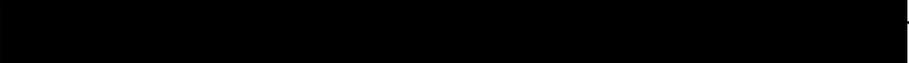
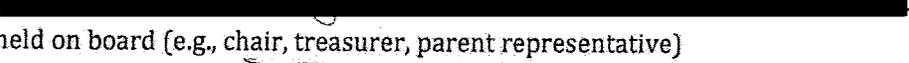
Katherine Donnell
Signature

1. 22. 2018
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) David Manheimer
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC DOE
4. Home Address* 
5. Business Address* 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Treasurer

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

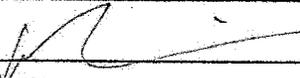
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">None</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">None</p>				

Signature  Date 1/22/18

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Kristin Conklin
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC Dept. of Education
4. Home Address* 
5. Business Address 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Member

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

11. 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 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 Question 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
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>None</i> Please write "None" if applicable. Do not leave this space blank.</p>				

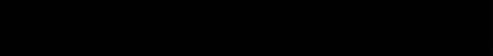
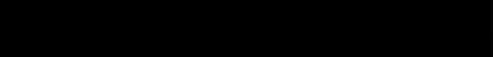
J. M. Coll.
Signature

1/22/2018
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Suzanne Fogarty
2. Charter School Name Community Roots
3. Charter Authorizer Entity NYCDOE
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
member of the board

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

11. 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 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 Question 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

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE		NONE	NONE	

Signature

Amyan Dagny

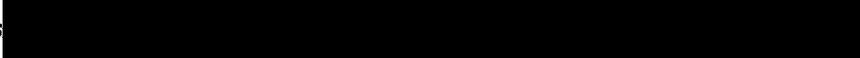
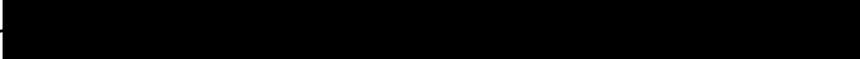
Date

January 29th, 2018

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Beth J. Lief
- 2. Charter School Name Community Roots Charter School
- 3. Charter Authorizer Entity NYC DOE
- 4. Home Address* 
- 5. Business Address 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

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

11. 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 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 Question 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	NONE		

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			

Bum J. Lee
Signature

January 22, 2018
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) BRIAN SHAW
2. Charter School Name COMMUNITY ROOTS CHARTER SCHOOL
3. Charter Authorizer Entity NYC CHARTER SCHOOL CENTER
4. Home Address* 
5. Business Address* 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Trustee

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

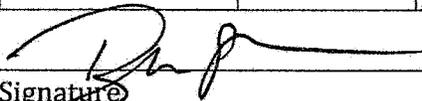
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				

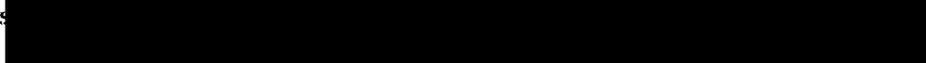
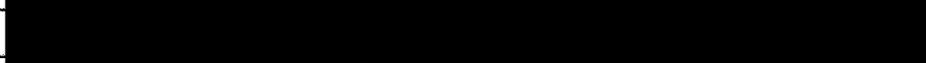
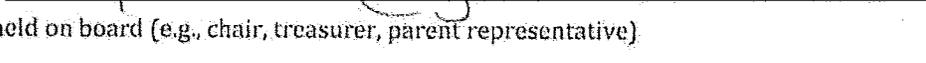
Signature 

Date 1/22/18

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

- 1. Trustee Name (print) Christine Spadaro
- 2. Charter School Name Community Roots
- 3. Charter Authorizer Entity NYC Charter School Center DOE
- 4. Home Address* 
- 5. Business Address* 
- 6. Daytime Phone* 
- 7. E-Mail Address* 
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
member

9. Is the trustee an employee of the school? Yes No
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 2-4 above, you need not disclose again your employment status, salary, etc. **NONE**

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
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**. **NONE**

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

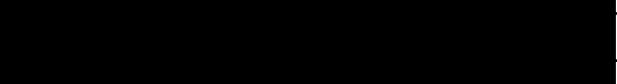
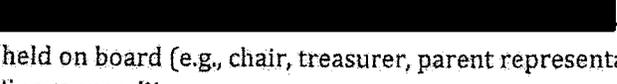
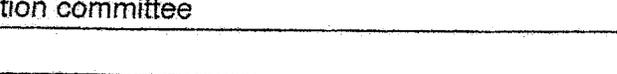
C. Padaw
Signature

1/22/18
Date

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Joshua Sean Thomases
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC Charter School Center DOE
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Chair of education committee

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

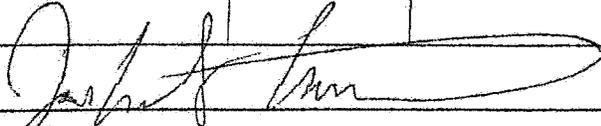
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

12. 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 and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>NONE <i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

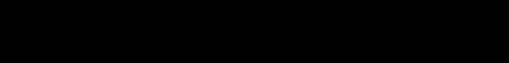
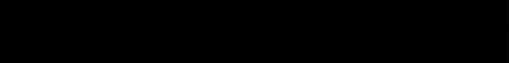
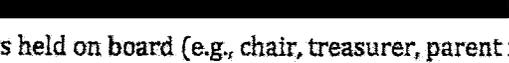

 Signature

1/25/18
 Date

Appendix F: Disclosure of Financial Interest Form

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Matthew Williams
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC DOE
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
board member

9. Is the trustee an employee of the school? Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

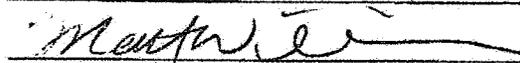
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				



 Signature

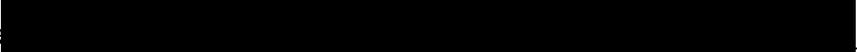
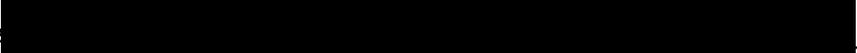
1/29/18

 Date

**Preliminary Disclosure of Financial Interest by a New York Charter School
Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

Please Note: If approved by Charter Schools Accountability & Support, the below Board member will be required to complete the NYSED Disclosure of Financial Interest online portal.

1. **Trustee Name (print)** Shawn Matthew Clark
2. **Charter School Name** Community Roots Charter School
3. **Charter Authorizer Entity** N.Y.C. Department of Education
4. **Home Address** 
5. **Business Address** 
6. **Daytime Phone** 
7. **E-Mail Address** 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Member

9. Is the trustee an employee of the school? **Yes** **No**

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? **Yes** **No**

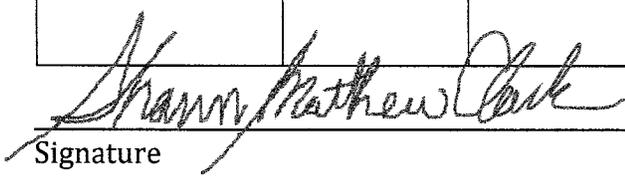
If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 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 Question 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
<i>None.</i>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>None.</i>				

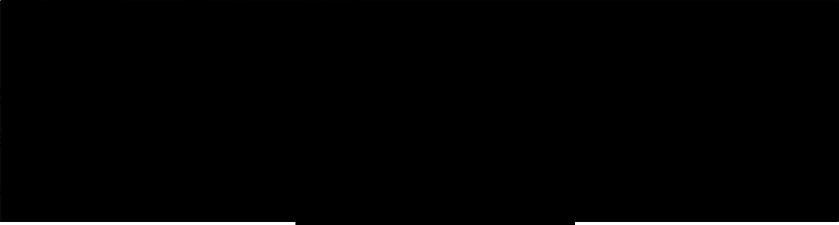

Signature

June 22, 2018
Date

**Preliminary Disclosure of Financial Interest by a New York Charter School
Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

Please Note: If approved by Charter Schools Accountability & Support, the below Board member will be required to complete the NYSED Disclosure of Financial Interest online portal.

1. Trustee Name (print) Daniel Benitez
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC DOE
4. Home Address* 
5. Business Address* 
6. Daytime Phone* 
7. E-Mail Address* 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Board member at large

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

11.

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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">NONE</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold;">NONE</p>				

Megan Hildebrand on behalf of
 Signature Daniel Benitez

7/23/18
 Date

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 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 Question 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
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">NONE</p>			

12. 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 **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

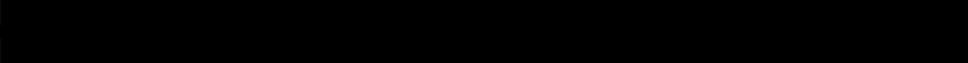
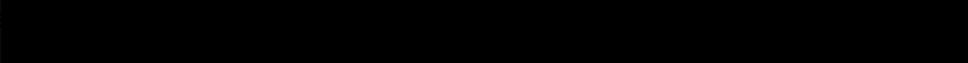
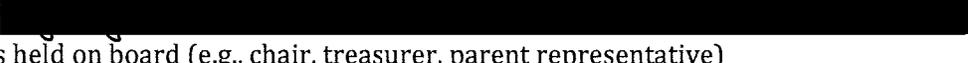
Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-family: cursive;">NONE</p>				

Signature Megan Hildebrand on behalf of Jerry Petite-Cree Date 7/23/18

**Preliminary Disclosure of Financial Interest by a New York Charter School
Board of Trustees Member
Annual Report**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

Please Note: If approved by Charter Schools Accountability & Support, the below Board member will be required to complete the NYSED Disclosure of Financial Interest online portal.

1. Trustee Name (print) Jerry Petite-Frere
2. Charter School Name Community Roots Charter School
3. Charter Authorizer Entity NYC DOE
4. Home Address 
5. Business Address 
6. Daytime Phone 
7. E-Mail Address 
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Board member at large

9. Is the trustee an employee of the school? ___ Yes No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ Yes No

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

11.



Entry 8 BOT Table

Last updated: 07/09/2018

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	Allison Keil	Trustee/Member	Education, Finance, Board Development	No	1	07/01/2005	06/30/2019	10
2	Sara Stone	Trustee/Member	Education, Development, Board Development	No	1	07/01/2005	06/30/2019	9
3	Tracey Strauss	Chair	Education, Finance, Development, Board Development	Yes	1	07/01/2005	06/30/2019	12
4	Scott Strasser	Chair	Education, Finance, Development, Board Development	Yes	1	07/01/2009	06/30/2019	12
5	Katherine O'Donnell	Secretary	Education, Board Development	Yes	1	07/01/2009	06/30/2019	7
	David		Finance, Board			07/01/20	06/30/20	

6	Manheimer	Treasurer	Development	Yes	1	14	19	10
7	Kristin Conklin	Trustee/Member	Development	Yes	1	07/01/2013	06/30/2019	less than 5
8	Suzanne Fogarty	Trustee/Member	Education, Development	Yes	1	07/01/2012	06/30/2019	9
9	Beth Lief	Trustee/Member	Education	Yes	1	07/01/2005	06/30/2019	9

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

1b. Current Board Member Information

	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 (DD/MM/YYYY)	End Date of Current Term (DD/MM/YYYY)	Board Meetings Attended During 2017-18
10	Brian Shaw	Trustee/Member	Development	Yes	1	01/07/2014	30/06/2019	9
11	Christine Spadaro	Trustee/Member	Development, Education	Yes	1	01/07/2012	30/06/2019	8
12	Josh Thomases	Trustee/Member	Education	Yes	1	01/07/2015	30/06/2019	6
13	Matthew Williams	Trustee/Member	Education	Yes	1	01/07/2015	30/06/2019	5 or less
14	Daniel Benitez	Trustee/Member	Development	Yes	1	01/03/2018	30/06/2019	5 or less
15	Shawn Clarke	Trustee/Member	Finance	Yes	1	01/05/2018	30/06/2019	5 or less

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

1d. Current Board Member Information

	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 (DD/MM/YYYY)	End Date of Current Term (DD/MM/YYYY)	Board Meetings Attended During 2017-18
16	Jerry Petite-Frere	Trustee/Member	Education	Yes	1	01/05/2018	30/06/2019	less than 5
17								
18								
19								
20								
21								

2. Total number of members on June 30, 2018 16

3. Total number of members joining the Board during the 2017-18 school year 3

4. Total number of members departing the Board during the 2017-18 school year 1

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 14

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

Created: 07/24/2018 • Last updated: 07/26/2018

[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.

COMMUNITY ROOTS CS (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.

<https://drive.google.com/drive/folders/0B814NSz1pjhxVG1PSXRHZU1NUjA>



Entry 10 Enrollment and Retention of Special Populations

Created: 07/03/2018 • 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.

COMMUNITY ROOTS CS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
	<p>In December 2011 Community Roots Charter School (CRCS) changed our lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. For the 2017-2018 school year we also included in the preference, those who attend Head Start programs within District 13.</p> <p>Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. This year, CRCS also regularly visited every Head Start in the District, met with the Directors, got to know the families, and provided applications in English, Spanish, and Mandarin. Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly to pre-schools serving children with disabilities. Flyers were distributed to all homes in the NYCHA complexes directly surrounding the school. Upon lottery acceptance, calls were made to all families in the 40% preference list to invite them to tour the school, if they had not done so already, and to assist with paperwork and enrollment</p>	

documents.

In addition, more hours of Community Development work were added to one of our School Aides weekly schedule to create a hybrid position of School Aide/Community Development Assistant. This position was created to focus on recruitment efforts for “at risk” populations. This position allowed for more face to face contact with prospective families living in Public Housing and with Director’s of Head Start programs in District 13 and at Community Centers. This position also focused on the functioning of our robust Community Programming calendar focused on family engagement.

To assist with better supporting ELL families to apply and enroll at Community Roots, we participated a webinar to better understand strategies to engage those families who are English Language Learners. The webinar helped us in thinking about how best to attract and and enroll ELL students. Upon acceptance, we contacted families who do not speak English at home, and assisted in navigating the online enrollment process, often sitting side-by-side with families to complete paperwork.

Every other week beginning in January Community Roots hosted tours for interested families. On these tours we discuss the support services and our ICT model as well as tour our OT/PT room, and our Learning Center. We also discuss that an essential part of our mission is to be inclusive and serve children with Special Needs.

An open house was held for families to visit the school and learn about our approach. Although outreach was done to invite families to the open house it proved not to be successful as a measure for families to learn about the school.

All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for children with IEP’s are on site including counseling, Occupational Therapy (OT), Physical Therapy (PT), Speech/Language Therapy (SLT), and Special Education Teacher

We will continue with the outreach and recruitment strategies used in the 2017-2018 school year to recruit and retain children receiving free and reduced priced lunch and students with disabilities and we will continue to consider strategies that assist with the outreach and recruitment efforts specific for the ELL population. Specifically, in addition to the work outlined above, Community Roots will:

Work with ELL families who attend Community Roots to connect with families and support tours and informational sessions at the school.

Begin the recruitment processes earlier, to connect with families at Head Starts and Community Centers sooner and allow families to visit Community Roots.

Further develop and/or create relationships with relevant community partners, including but not limited to, non-profit, religious and other community associations that serve at-risk populations.

Attend events and community activities in District 13 to connect with families and ensure they know that Community Roots is a viable school option.

Continue to maximize the School Aide/Assistant Community Development position to allocate more hours to recruitment during pertinent times of the year.

Economically Disadvantaged

Support Services (SETSS).

All classrooms are safe spaces for all students to share their identities, learn history from multiple perspectives, and learn from one another. Our curriculum is approached with an anti-bias lens that allows all students to feel empowered and included.

Families (adults and children) are invited to participate in regular community programs, designed to deepen the relationship between family and school by connecting school culture and family culture, and therefore increasing connection to the school. Programs such as adult cooking classes, family art making, and family sports night create a number of different opportunities for families to come together and build relationships. These programs occur on consecutive evenings and each program creates space for community building and reflection. In addition, family playdates are curated in Kindergarten to create further opportunities for students and families to connect.

In December 2011 Community Roots Charter School (CRCS) changed our lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. For the 2017-2018 school year we also included in the preference, those who attend Head Start programs within District 13.

Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. This year, CRCS also regularly visited every Head Start in the District, met with the Directors, got to know the families, and provided applications in English, Spanish, and Mandarin. Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly to pre-schools serving children with disabilities. Flyers were distributed to all homes in the NYCHA complexes directly surrounding the school. Upon lottery

acceptance, calls were made to all families in the 40% preference list to invite them to tour the school, if they had not done so already, and to assist with paperwork and enrollment documents.

In addition, more hours of Community Development work were added to one of our School Aides weekly schedule to create a hybrid position of School Aide/Community Development Assistant. This position was created to focus on recruitment efforts for “at risk” populations. This position allowed for more face to face contact with prospective families living in Public Housing and with Director’s of Head Start programs in District 13 and at Community Centers. This position also focused on the functioning of our robust Community Programming calendar focused on family engagement.

To assist with better supporting ELL families to apply and enroll at Community Roots, we participated a webinar to better understand strategies to engage those families who are English Language Learners. The webinar helped us in thinking about how best to attract and and enroll ELL students. Upon acceptance, we contacted families who do not speak English at home, and assisted in navigating the online enrollment process, often sitting side-by-side with families to complete paperwork.

Every other week beginning in January Community Roots hosted tours for interested families. On these tours we discuss the support services and our ICT model as well as tour our OT/PT room, and our Learning Center. We also discuss that an essential part of our mission is to be inclusive and serve children with Special Needs.

An open house was held for families to visit the school and learn about our approach. Although outreach was done to invite families to the open house it proved not to be successful as a measure for families to learn about the school.

All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for

We will continue with the outreach and recruitment strategies used in the 2017-2018 school year to recruit and retain children receiving free and reduced priced lunch and students with disabilities and we will continue to consider strategies that assist with the outreach and recruitment efforts specific for the ELL population. Specifically, in addition to the work outlined above, Community Roots will:

Work with ELL families who attend Community Roots to connect with families and support tours and informational sessions at the school.

Begin the recruitment processes earlier, to connect with families at Head Starts and Community Centers sooner and allow families to visit Community Roots.

Further develop and/or create relationships with relevant community partners, including but not limited to, non-profit, religious and other community associations that serve at-risk populations.

Attend events and community activities in District 13 to connect with families and ensure they know that Community Roots is a viable school option.

Continue to maximize the School Aide/Assistant Community Development position to allocate more hours to recruitment during pertinent times of the year.

English
Language
Learner
s

children with IEP's are on site including counseling, Occupational Therapy (OT), Physical Therapy (PT), Speech/Language Therapy (SLT), and Special Education Teacher Support Services (SETSS).

All classrooms are safe spaces for all students to share their identities, learn history from multiple perspectives, and learn from one another. Our curriculum is approached with an anti-bias lens that allows all students to feel empowered and included.

Families (adults and children) are invited to participate in regular community programs, designed to deepen the relationship between family and school by connecting school culture and family culture, and therefore increasing connection to the school.

Programs such as adult cooking classes, family art making, and family sports night create a number of different opportunities for families to come together and build relationships. These programs occur on consecutive evenings and each program creates space for community building and reflection. In addition, family playdates are curated in Kindergarten to create further opportunities for students and families to connect.

In December 2011 Community Roots Charter School (CRCS) changed our lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. For the 2017-2018 school year we also included in the preference, those who attend Head Start programs within District 13.

Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. This year, CRCS also regularly visited every Head Start in the District, met with the Directors, got to know the families, and provided applications in English, Spanish, and Mandarin. Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly

to pre-schools serving children with disabilities. Flyers were distributed to all homes in the NYCHA complexes directly surrounding the school. Upon lottery acceptance, calls were made to all families in the 40% preference list to invite them to tour the school, if they had not done so already, and to assist with paperwork and enrollment documents.

In addition, more hours of Community Development work were added to one of our School Aides weekly schedule to create a hybrid position of School Aide/Community Development Assistant. This position was created to focus on recruitment efforts for “at risk” populations. This position allowed for more face to face contact with prospective families living in Public Housing and with Director’s of Head Start programs in District 13 and at Community Centers. This position also focused on the functioning of our robust Community Programming calendar focused on family engagement.

To assist with better supporting ELL families to apply and enroll at Community Roots, we participated a webinar to better understand strategies to engage those families who are English Language Learners. The webinar helped us in thinking about how best to attract and and enroll ELL students. Upon acceptance, we contacted families who do not speak English at home, and assisted in navigating the online enrollment process, often sitting side-by-side with families to complete paperwork.

Every other week beginning in January Community Roots hosted tours for interested families. On these tours we discuss the support services and our ICT model as well as tour our OT/PT room, and our Learning Center. We also discuss that an essential part of our mission is to be inclusive and serve children with Special Needs.

An open house was held for families to visit the school and learn about our approach. Although outreach was done to invite families to the open house it proved not to be successful as a measure for families to learn about the school.

We will continue with the outreach and recruitment strategies used in the 2017-2018 school year to recruit and retain children receiving free and reduced priced lunch and students with disabilities and we will continue to consider strategies that assist with the outreach and recruitment efforts specific for the ELL population. Specifically, in addition to the work outlined above, Community Roots will:

Work with ELL families who attend Community Roots to connect with families and support tours and informational sessions at the school.

Begin the recruitment processes earlier, to connect with families at Head Starts and Community Centers sooner and allow families to visit Community Roots.

Further develop and/or create relationships with relevant community partners, including but not limited to, non-profit, religious and other community associations that serve at-risk populations.

Attend events and community activities in District 13 to connect with families and ensure they know that Community Roots is a viable school option.

Continue to maximize the School Aide/Assistant Community Development position to allocate more hours to recruitment during pertinent times of the year.

Students with Disabilities

All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for children with IEP's are on site including counseling, Occupational Therapy (OT), Physical Therapy (PT), Speech/Language Therapy (SLT), and Special Education Teacher Support Services (SETSS).

All classrooms are safe spaces for all students to share their identities, learn history from multiple perspectives, and learn from one another. Our curriculum is approached with an anti-bias lens that allows all students to feel empowered and included.

Families (adults and children) are invited to participate in regular community programs, designed to deepen the relationship between family and school by connecting school culture and family culture, and therefore increasing connection to the school. Programs such as adult cooking classes, family art making, and family sports night create a number of different opportunities for families to come together and build relationships. These programs occur on consecutive evenings and each program creates space for community building and reflection. In addition, family playdates are curated in Kindergarten to create further opportunities for students and families to connect.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
	<p>We believe that our high retention rate/low student attrition rate (3.6%) is based on:</p> <ol style="list-style-type: none"> 1. Meeting the academic and social emotional needs of the child. 2. Building meaningful relationships with families <p>At CRCS we hire and train teachers who understand the connection between student's academic progress and social emotional well being. We regularly assess</p>	

<p>Economically Disadvantaged</p>	<p>our students in reading, writing, and math to ensure that adequate progress is being made using a combination of formal and informal assessments. After rounds of data collection team meetings are held where Learning Specialists and faculty come together to initiate intervention plans for students not meeting academic benchmarks or not making adequate progress. In addition each Co-Director meets with co-teaching teams every other week to discuss student progress and one of these meetings each month a social worker joins to focus on social emotional development and well being.</p> <p>We have open communication between families and teachers to communicate both formally and informally about children's academic progress and social emotional development. This is done through 3 formal reporting cycles a year and through classroom pick up and drop off as well as by ensuring that families have access to teachers via text, email, phone, in person contact (whatever means works best for that family).</p> <p>In addition we work to build strong relationships with families through opening classrooms every morning for Family Read, inviting families into classrooms to see children's work through classroom culminations 3-4 times a year, and have a robust set of Family Programming; including programs that are adult only, and for families and children together. Childcare is always provided for adult programs. In addition we have regular family workshops focused on the Community Roots approach to teaching and learning.</p>	<p>We plan to continue our efforts used in the 2017-2018 school year.</p>
<p>English</p>	<p>We use the same strategies described above to retain our ELL students as we know that meeting students academic and social emotional needs as well as building deep relationships with families is essential for all students.</p> <p>CRCS was negatively impacted by the DOE cutting translation services for Charter Schools. We continue to work with outside translation services to ensure that we are communicating with families for report cards,</p>	<p>We will continue with the same strategies used to retain our ELL. We will continue to</p>

<p>Language Learners</p>	<p>IEP meetings and conferences in the language the family chooses. We have also expanded our use of phone translation services for all parent phone calls.</p> <p>English Language Learners (ELLs) are identified through the New York State LEP identification process. Once identified, ELL students are supported through a fully inclusive program within their regular classrooms. Students take the NYSESLAT annually to determine their progress and whether they qualify for additional support (learning specialist or additional classroom supports) for the following school year.</p>	<p>expand our use of translation services and are researching alternatives to the translation services we are currently using to expand the information we are translating each year.</p>
<p>Students with Disabilities</p>	<p>We believe our high retention rate/low student attrition rate (3.6%) is based on:</p> <ol style="list-style-type: none"> 1. Meeting the academic and social emotional needs of the child 2. Building meaningful relationships with families <p>We use the same strategies described above to retain our students with disabilities as we know that meeting students academic and social emotional needs as well as building deep relationships with families is essential for all students.</p> <p>We utilize a full time co-teaching model and have trained all staff in Universal Design for Learning to increase access to the general education curriculum and state standards. Additionally, a working group of school staff, called the Inclusive Practices Group, meets on a monthly basis to examine the level of inclusivity of our program and design opportunities for staff development and program improvement.</p>	<p>We are revising our website to include additional information regarding special education services and our inclusive education approach. This will include a description of services, our approach to teaching and learning, and structures and strategies to improve access for all of our students (UDL and co-teaching).</p>



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/05/2018 • Last updated: 07/12/2018

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 6/30/18
55	2	2	0	55

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
24	0	0	0	24

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.

Upholding our mission and core values remain paramount to the operation of the school. We perform teacher evaluations and check-ins on a regular basis to ensure that we are meeting the standards set in our charter as well as those created within the organization. As a result, teacher changes may be made during the school year if we find that our students are not getting the quality of education expected which was the case in 2017-2018.

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

Last updated: 07/24/2018

**FTE Count of All Teachers 55
(Certified and Uncertified) as of
6/30/18**

**FTE Count of All Certified 39
Teachers as of 6/30/18**

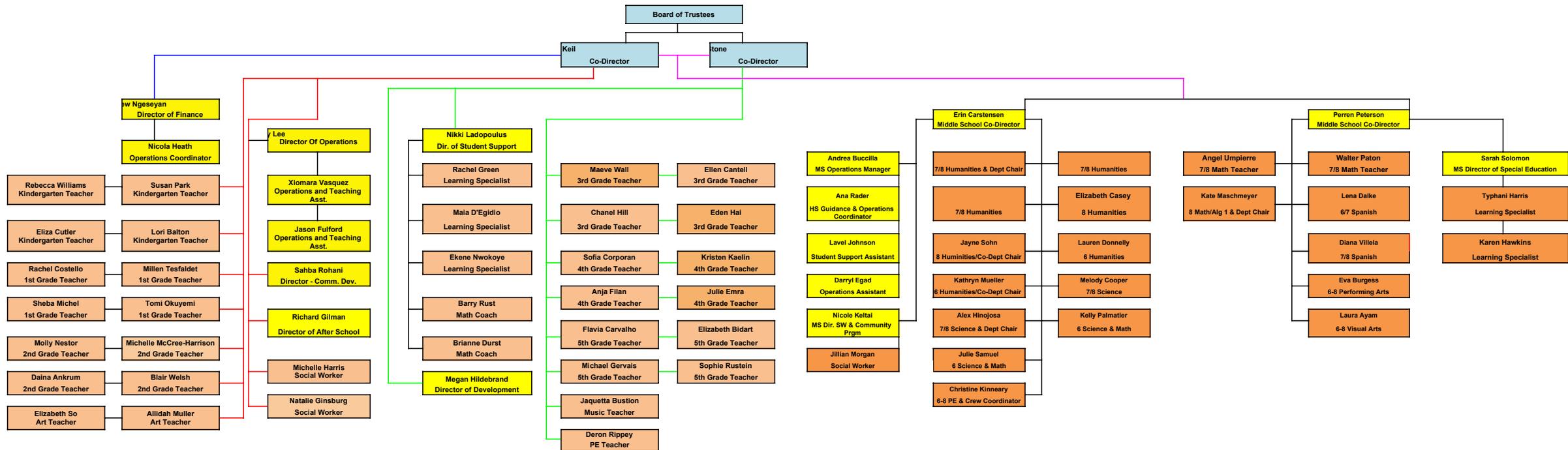
Instructions for Reporting Percent of Uncertified Teachers

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)	16
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	15
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
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)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

Thank you.



KEY

Dir. & Officers
Administration
Faculty
New Faculty

Community Roots Charter School

2018-2019 Elementary School Calendar - v. June 2018

Please check our website frequently for most up to date information and events:
www.communityroots.org

9/5/2018	1st Day of School - 1/2 day for Kindergarten Only	12:00 Dismissal for Kindergarten Only
9/6/2018	1/2 day for Kindergarten Only	12:00 Dismissal for Kindergarten Only
9/10/2018-9/11/2018	Rosh Hashanah	School Closed
9/19/2018	Yom Kippur	School Closed
9/20/2018	3rd Grade Curriculum Night & Frost Valley Orientation	6:00-8:00 PM
9/27/2018	K-5 Curriculum Night	6:00-8:00 PM
10/3/2018-10/5/2018	3rd Grade Trip to Frost Valley	
10/8/2018	Columbus Day	School Closed
10/10/2018	K-5 School Picture Day	
10/17/2018	Staff Planning Day	12:00 Dismissal all Students K-8
11/6/2018	Election Day	No School for Students
11/12/2018	Veteran's Day	School Closed
11/15/2018	K-5 Family Conferences - Evening	4:00-8:00 PM - NO AFTER SCHOOL
11/16/2018	K-5 Family Conferences - Afternoon	12:30-4:00 PM - 12:00 Dismissal all Students K-5
11/21/2018-11/23/2018	Thanksgiving	School Closed
12/13/2018	Staff Planning Day	12:00 Dismissal all Students K-8
12/24/2018-1/1/2019	Winter Recess	School Closed
1/15/2019	Staff Planning Day	12:00 Dismissal all Students K-8
1/21/2019	Dr. Martin Luther King, Jr. Day	School Closed
2/5/2019	Lunar New Year	School Closed

2/12/2019	Staff Planning Day	12:00 Dismissal all Students K-8
2/18/2019-2/22/2019	Mid-Winter Recess	School Closed
3/7/2019	Staff Planning Day	12:00 Dismissal all Students K-8
3/21/2019	K-5 Family Conferences - Evening	4:00-8:00 PM - NO AFTER SCHOOL
3/22/2019	K-5 Family Conferences - Afternoon	12:30-4:00 PM - 12:00 Dismissal all Students K-5
4/2/2019 - 4/4/2019	NY State ELA Testing - Gr. 3-5	
4/9/2019	2019-2020 Lottery	9:00 AM
4/11/2019	Staff Planning Day	12:00 Dismissal all Students K-8
4/19/2019-4/26/2019	Spring Recess	School Closed
5/1/2019 - 5/3/2019	NY State MATH Testing - Gr. 3-5	
5/16/2019	Staff Planning Day	12:00 Dismissal all Students K-8
5/22/2019-5/23/2019	4th Grade NY State Science	
5/27/2019	Memorial Day	School Closed
6/3/2019	4th Grade NY State Science written Testing	
6/4/2019	Eid al-Fitr	School Closed
6/6/2019	Anniversary Day	School Closed
6/11/2019	Clerical Day	No School for Students
6/11/2019 - 6/14/2019	5th Grade Trip to D.C.	
6/12/2019 - 6/14/2019	4th Grade Trip to Boston	
6/19/2019	5th Grade Moving Up Ceremony	5:00-8:00 PM
6/21/2019	Last Day of School	Full Day - Dismissal at 3:45
Total 203 Equivalent Instructional Days (DoE Required 180 days)		
(6.5 x 169)+(2.5 x 7) = 1,116 Total Instructional Hours (DoE Required 990 hours)		