Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/03/2019 • Last updated: 07/12/2019

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 cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	COMMUNITY RO TS CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 13
d. DATE OF INITIAL CHARTER	12/2005
e. DATE FIRST OPENED FOR INSTRUCTION	8/2019

f. 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.

g. 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	The Community Roots Core Values are: Honor Yourself and Others Work Together Work Hard Help Each Other Try New Things Be Reflective 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

	our children to be a part of and the values that they are asked to guide all their actions. 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.
Variable 2	Community Roots is Committed to Diversity and Inclusion 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. 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.
Variable 3	Community Roots Aligns with an Anti Bias Approach 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 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	Approaching Our Work with Love 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: 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
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	www.communityroots.org
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	474
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	474

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

l2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Charter School Business Management
PHYSICAL STREET ADDRESS	237 West 35th Street, Suite 301
CITY	New York
STATE	NY
ZIP CODE	10001
EMAIL ADDRESS	[redacted]
CONTACT PERSON NAME	Raj Thakkar

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	51 Saint Edwards Street, Room 328, Brooklyn, NY 11205	718 858 1629	NYC CSD 13	K 5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Allison Keil	[redacted]		
Operational Leader	Sandy Lee			
Compliance Contact	Sandy Lee			
Complaint Contact	Allison Keil			
DASA Coordinator	Sandy Lee			
Phone Contact for After Hours Emergencies	Allison Keil			

m1b. Is site 1 in public (co-located) space or in private space?

Co located Space

m1c. 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	N/A	No		No		Yes

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

School Site 2

m2. SCHOOL SITES

Please provide the following information for site 2.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	50 Navy Street, 3rd Floor, Brooklyn, NY 11201	718 522 2166	NYC CSD 13	6 8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Erin Carstensen	[redacted]		
perati onal Leader	Sandy Lee			
Compliance Contact	Sandy Lee			
Complaint Contact	Allison Keil			
DASA Coordinator				
Phone Contact for After Hours Emergencies	Allison Keil	[redacted]		

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

Co located Space

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

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

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material arter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	SANDY LEE
Position	DIRECTOR OF OPERATIONS
Phone/Extension	[redacted]
Email	

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

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2019/07/12

Thank you.

Entry 2 NYS School Report Card Link

Created: 07/12/2019 • Last updated: 10/29/2019

COMMUNITY ROOTS CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	NYCDOE Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York tate 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/profile.php?instid=800000059312

Entry 3 Progress Tward Goals

Created: 07/12/2019 • Last updated: 11/01/2019

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2018-19 Progress T ward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				CRCS is approaching this goal. Between 2017 18 and 2018 19, ELA proficiency increased by 6 points and math proficiency increased by 3 points. Science: While our 4th grade science proficiency substantially exceeded our goal of 75% proficiency, our 8th grade science proficiency did not. After reviewing the 8th grade science performance data for 2018 19, we revised the middle school scope and sequence for science in summer 2019. ELA and math: CRCS

				made growth in both ELA and math after implementing strategies in the prior year, including an increased focus on vertical teams, the continued strategic use of coaches, a focus on reviewing student work, and introducing targeted reading intervention in middle school. We are carrying these practices forward to continue our work toward our proficiency goals. In addition, in the 2019 20 school year, we are also working to address the achievement gap. We will approach this from two major areas: learning culture and the use of data. Learning Culture: We will increase students’ sense of belonging and investment in the community, without disparity between subgroups. Teachers will be focused on creating classroom communities where students can identify paths for learning, make requests to modify when needed, identify how to challenge themselves, and advocate for the needs of self, peers and community. Data: We will work to

Academic Goal 1	Each year 75% of CRCS students in grades 3 8 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; and 75% of the grades 4 & 8 students will demonstrate proficiency on the NYS Science exams	New York State Standardized Exams Total schoolwide Levels 3 & 4 ELA 64 % MATH 61 % Science 80 % Grade ELA Levels 3 & 4 3 76 % 4 74 % 5 48 % 6 63 % 7 71 % 8 50 % Grade MATH % Levels 3 & 4 3 78 % 4 74 % 5 56 % 6 43 % 7 61 % 8 47 % GRADE 4 SCIENCE 94% GRADE 8 SCIENCE 65%	Not Met	ensure that all k 8 students exhibit growth within a year on a collection of grade appropriate measures. Our work will be primarily focused on (1) refining our use of data, and (2) building a culture of data analysis by collecting, disaggregating, and analyzing data to inform decision making across teams (school directors, department teams, grade teams, restorative practice teams, teaching teams). To do this, CRCS Co Directors and teachers will regularly analyze disaggregated data. To support students in at risk subgroups, teachers will plan strategic instructional shifts and opportunities for targeted and varied small group instruction based on the data analysis of subgroup performance. We have hired a Data Specialist who will begin in the 2019 20 school year. This position will support many facets of our progress monitoring, including disaggregating data and providing data visualizations to make data analysis

				more accessible for faculty and leadership. In addition, the school Co irectors will work with the CRCS Data Specialist to create a system for analyzing which interventions lead to increased outcomes for students. Finally, we have identified middle school math and k 8 writing as two subjects in need of assessment refinement. Our goal is to be able to track the development of students' math growth and mastery over time. We currently use the Fastbridge assessment, and in 2019 20 we are focused on how to best use the assessment to track math performance. In our vertical team meetings, we will analyze student work and deepen teachers' use of the Writing Progressions. Teachers will have opportunities to analyze student writing against standards, unit goals, and writing rubrics, in grade teams, departments, and the writing vertical team. In 2019 20, we are beginning to shift from the use of an adapted 6+1 writing

				rubric to the use of learning progressions from Teachers College Reading and Writing Project. We will also work in our writing vertical team to norm around examination of student writing assessments.
Academic Goal 2	Each year the percentage of students demonstrating proficiency on NYS ELA and Math exams will increase. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is below 5%, the grade level cohort will reduce by at least one half each year the difference between the percentage demonstrating proficiency and 75%. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.	New York State Standardized Exams ELA: Percent at Lvls 3 & 4 Grade 2018 > 2019 3 58% > 6% 4 58% > 4% 5 52% > 48% 6 67% > 63% 57% > 1% 8 59% > 50% Math: Percent at Lvls 3 & 4 Grade 2018 > 2019 3 66% > 8% 4 60% > 4% 5 65% > 56% 6 44% > 43% % > 61% 8 33% > 47%	Met	The goal was partially met with half of the tested grades demonstrating an increase in proficiency between 2018 and 2019 in ELA and math. Our strategies for improving academic outcomes are described in the response box for goal #1.
		Community Roots End of Year Checklist		

Academic Goal 3	Each year at least 75% of CRCS students in grades K 8 will meet or exceed CRCS Exit Outcomes in all content areas.	Reports KINDERGARTEN AVG ELA 86.% MATH 81.% SOCIAL STUDIES 90.% 1ST GRADE AVG ELA 87.% MATH 89.% SOCIAL STUDIES 97.% 2ND GRADE AVG ELA 9.% MATH .% SOCIAL STUDIES 97.% 3RD GRADE AVG ELA 85.% MATH 83.% SOCIAL STUDIES 97.% 4TH GRADE AVG ELA 82.% MATH 82.% SOCIAL STUDIES 95.% 5TH GRADE AVG ELA 89.% MATH	Met	At least 75% of students in all grades met or exceeded the CRCS exit outcomes in K 5 and the mastery based learning targets in grades 6 8.

		81.% SOCIAL STUDIES 96.% 6TH GRADE % MS/ES Humanities 95% math 91% science 100% 7TH GRADE % MS/ES Humanities 94% math % science 98% 8TH GRADE % MS/ES Humanities 9% math 83% science 91%		
Academ ic Goal 4	The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than	New York State Standardized Exams CRCS Grade ELA Levels 3 & 4 3 76 % 4 74 % 5 48 % 6 63 % 7 71 % 8 50 % Dist.13 Grade ELA Levels 3 & 4 3 60 % 4 58 % 5 44 % 6 38 % 7 43 % 8 48 %	Met	

	that of CSD 13.	CRCS Grade MATH % Levels 3 & 4 3 78 % 4 74 % 5 56 % 6 43 % 7 61 % 8 47 % Dist13 Grade MATH % Levels 3 & 4 3 54 % 4 49 % 5 47 % 6 29 % 7 31 % 8 25 %		
	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on	ECLAS 2 was discontinued. Fox in a Box is an identical assessment was used in the 2016 2017 school year. Fox in the Box has now been discontinued. We have now transitioned to Fastbridge Early Reading to replace Fox in the Box. Fastbridge is an adaptive reading assessment that can		While we use Fastbridge as a fine focused lense to assist us in designing an intervention approach, we use the DRA data to assess overall reading level as the DRA includes not only rate and fluency but comprehension. In the Spring of 2019 80 % of our Kindergarten Cohort performed at our above Grade level on the DRA In the Spring of 2019 68 % of our First Grade Cohort performed at our above Grade level on the DRA We have found over the last 10 years that we see a dip in the DRA performance in First Grade where students are expected to move

Academic Goal 5	appropriate skill areas in ECLAS 2; 5% of 1st grade students will perform at or above Level 4 on appropriate skill areas in ECLAS 2;	be used to screen students for intervention needs. In the Spring of 2019 we had 35% of our K students score as high risk, and 65% as some risk or low risk. Our 1st graders came in at 24% identified as high risk, and 76% as some risk or low risk.	Met	from a 4 18 and we see a catch up happen in the 2nd Grade where on average between 75% 80% of our second graders are on or above grade level which continues through 5th Grade. Chart Below Averages 5 Years of Student Performance in the Spring on the DRA. Grade 1 At or Above 60.62% Below 36.68% Grade 2 At or Above 77.99% Below 19.31% Grade 3 At or Above 80.47% Below 17.19% Grade 4 At or Above 72.31% Below 18.46% Grade 5 At or Above 83.07% Below 9.06%
Academic Goal 6				
Academic Goal				
Academic Goal 8				
Academic Goal 9				

Academ ic Goal 10				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress T ward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the School will receive a “Good” or higher rating on the Student Achievement section of the DOE School Quality Snapshot Report.	oE School Quality Snapshot Report https://tools.nycenet.edu/snapshot/2018/84K536/EMS/	Met	Met 2017 2018 (Most recent report is available only for the year prior to annual report)
Org Goal 2	Each year, the School will receive a rating of “Good” or better on the 7 categories in the Framework for Great Schools	NYC Department of Education School Quality Report https://tools.nycenet.edu/snapshot/2018/84K536/EMS/	Met	Met 2017 2018 (Most recent report is available only for the year prior to annual report)
Org Goal 3	Each year, CRCS will have an annual average student attendance rate of at least 95%, and 95% of all students enrolled on the last day of the school year who do not move will return the following September.	Student Attendance taken by Classroom Teachers in Jumprope and entered into ATS Att Avg 95.4% Returning 99%	Met	

Org Goal 4	Each year, the School will comply with all applicable laws, rules, regulations and contract terms.	oE Charter Office Accountability Calendar of Reporting Requirements Each year CRCS reviews applicable laws, rules and regulations to ensure that the school is operating in compliance. CRCS also consults with legal counsel when new regulations emerge to make any necessary adjustments to ensure compliance.	Met	
Org Goal 5	Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School’s contract.	Charter Agreement 2018 2019 Enrollments Grade Enrolled # Seats per Charter K 52 52 1 52 52 2 51 52 3 52 52 4 52 52 5 52 52 6 56 54 53 54	Met	

		8 53 54		
Org Goal 6	Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE School Survey results listed in the School Quality Guide	NYCDOE School Survey/School Quality Guide 100 % of Parent responses expressed Satisfaction with the quality of education their child has received.	Met	
Org Goal 7	Each year, at least 90% of teachers will express satisfaction with school leadership and professional development opportunities as determined by the results of the teacher section of the NYCDOE School Survey listed in the School Quality Guide.	NYCDOE School Survey/School Quality Guide 100 % of Teacher responses expressed Satisfaction across all domains.	Met	
Org Goal 8	Responsive School Leadership, Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's participation in Board subcommittees.	Board Meeting minutes and Co Director Evaluation School leadership reports at every board meeting. Co Directors are evaluated annually based on goals co created with the Education Committee. The Co Directors met their annual goals. The Finance Committee has been instrumental in the school's process of creating a budget that keeps the school in a strong financial	Met	

		position while prioritizing meeting student needs.		
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational als to add? No

6. FINANCIAL GOALS

2018-19 Progress T ward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		Periodic financial reports including		

Financial Goal 1	Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	but not limited to the fiscal forecast, cash flow report and balance sheet reports. As of 06/30/19 the CRCS we generated a surplus of $84,385. Total revenue increased by 4.96% year over year while our expenses base increased by 1.95% over the previous fiscal year.	Met	
Financial Goal 2	Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent financial audit and external oversight in addition to sound internal fiscal controls in accordance with federal and state laws as well as GAAP We have finalized our FY 2018 19 audit with no material weaknesses or deficiencies expected. We continue to work with outside independent consultants for additional oversight of our financials and abide by all regulations and requirements of GAAP	Met	
Financial Goal 3				
Financial Goal 4				
Financia				

l Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Last updated: 07/31/2019

COMMUNITY ROOTS CHARTER SCHOOLSection 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'** tak total expenditur s (from the unaudited 2018-19 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 o pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditur s	9505544
Line 2: Y ar End FTE student enrollment	473
Line 3: Divide Line 1 by Line 2	20096

2. Administrative Expenditures per Child

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

1. Take the r levant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 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 nd FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditur s: 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 r porting, human r esources, 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 dir ctly 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://w .p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: R levant P rsonnel Services Cost (Row)	4684472
Line 2: Management and General Cost (Column)	1965085
Line 3: Sum of Line 1 and Line 2	6649558
Line 5: Divide Line 3 by the Y ar End FTE student enrollment	14058

Thank you.

Community Roots Charter School

Financial Statements

June 30, 2019 and 2018

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Community Roots Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Community Roots Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Community Roots Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 2, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 2, 2019

Community Roots Charter School

Statements of Financial Position

	June 30,	
	2019	2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 1,019,498	$ 527,371
Grants and contracts receivable	26,620	233,409
Prepaid expenses and other current assets	108,753	301,444
Total Current Assets	1,154,871	1,062,224
Property and equipment, net	156,409	151,519
Cash and cash equivalents, reserve	1,504,853	1,503,654
Restricted cash	73,008	72,862
	$ 2,889,141	$ 2,790,259
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 151,780	$ 96,639
Accrued payroll and payroll taxes	744,529	754,869
Refundable advances and other deferred revenue	16,900	47,204
Total Current Liabilities	913,209	898,712
Net Assets, Without Donor Restrictions		
Undesignated	471,079	387,893
Board designated	1,504,853	1,503,654
Total Net Assets, Without Donor Restrictions	1,975,932	1,891,547
	$ 2,889,141	$ 2,790,259

See notes to financial statements

Community Roots Charter School

Statements of Activities

	Year Ended June 30,	
	2019	2018
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 9,055,318	$ 8,616,734
Federal grants	174,172	161,617
State and city grants	34,909	26,999
Contributions and grants	336,222	203,202
Donated services	15,050	-
Interest and other revenue	20,873	43,049
Special events, net of direct donor benefit expenses of $0 and $25,242	-	129,888
Total Revenue and Support	9,636,544	9,181,489
EXPENSES		
Program Services		
Regular education	5,910,319	5,894,523
Special education	1,851,063	1,746,985
Total Program Services	7,761,382	7,641,508
Supporting Services		
Management and general	1,635,717	1,577,091
Fundraising	155,060	150,753
Total Expenses	9,552,159	9,369,352
Change in Net Assets	84,385	(187,863)
NET ASSETS		
Beginning of year	1,891,547	2,079,410
End of year	$ 1,975,932	$ 1,891,547

See notes to financial statements

Community Roots Charter School

Statement of Functional Expenses
Year Ended June 30, 2019

	Program Services			Management and General	Fundraising	Total
	Regular Education	Special Education	Total			
Salaries	$ 4,188,306	$ 1,253,355	$ 5,441,661	$ 1,129,406	$ 78,491	$ 6,649,558
Employee benefits and payroll taxes	1,044,618	312,603	1,357,221	281,689	19,577	1,658,487
Audit and accounting fees	-	-	-	41,359	-	41,359
Legal services	-	-	-	37,930	-	37,930
Professional services	52,689	15,553	68,242	26,474	-	94,716
Technology, infrastructure and software	30,882	9,242	40,124	8,906	-	49,030
Professional development	28,169	8,430	36,599	8,124	-	44,723
Marketing and recruiting	6,243	1,868	8,111	1,800	-	9,911
After school programs	20,274	5,958	26,232	-	-	26,232
Special education services and supplies	-	84,273	84,273	-	-	84,273
Classroom supplies and instructional material	185,486	54,601	240,087	-	-	240,087
Student trips and incentive programs	131,484	38,735	170,219	-	3,281	173,500
Student meals	10,568	3,122	13,690	-	-	13,690
Insurance	36,557	10,940	47,497	10,543	-	58,040
Office expenses and supplies	85,487	25,582	111,069	63,662	-	174,731
Occupancy	10,351	3,098	13,449	2,985	-	16,434
Postage and delivery	1,957	586	2,543	561	-	3,104
Fundraising	-	-	-	-	53,711	53,711
Depreciation and amortization	77,248	23,117	100,365	22,278	-	122,643
Total Expenses	$ 5,910,319	$ 1,851,063	$ 7,761,382	$ 1,635,717	$ 155,060	$ 9,552,159

See notes to financial statements

Community Roots Charter School

Statement of Functional Expenses
Year Ended June 30, 2018

	Program Services			Management and General	Fundraising	Total
	Regular Education	Special Education	Total			
Salaries	$ 4,154,690	$ 1,167,078	$ 5,321,768	$ 1,099,822	$ 75,476	$ 6,497,066
Employee benefits and payroll taxes	1,033,288	290,612	1,323,900	274,467	16,146	1,614,513
Audit and accounting fees	-	-	-	35,458	-	35,458
Legal services	-	-	-	2,044	-	2,044
Professional services	58,481	16,495	74,976	-	-	74,976
Technology, infrastructure and software	50,157	15,671	65,828	13,565	-	79,393
Professional development	109,763	30,871	140,634	30,871	-	171,505
Marketing and recruiting	13,093	3,682	16,775	3,682	-	20,457
After school programs	10,249	2,891	13,140	-	-	13,140
Special education services and supplies	-	77,248	77,248	-	-	77,248
Classroom supplies and instructional material	148,748	40,047	188,795	1,907	-	190,702
Student trips and incentive programs	122,387	47,460	169,847	-	2,652	172,499
Student meals	11,318	3,192	14,510	-	-	14,510
Insurance	34,990	9,829	44,819	9,898	-	54,717
Office expenses and supplies	60,135	17,407	77,542	80,707	-	158,249
Occupancy	10,912	3,065	13,977	3,087	-	17,064
Postage and delivery	1,551	436	1,987	434	-	2,421
Fundraising	-	-	-	-	56,479	56,479
Depreciation and amortization	74,761	21,001	95,762	21,149	-	116,911
Total Expenses	$ 5,894,523	$ 1,746,985	$ 7,641,508	$ 1,577,091	$ 150,753	$ 9,369,352

See notes to financial statements

Community Roots Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 84,385	$ (187,863)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	122,643	116,911
Changes in operating assets and liabilities		
Grants and contracts receivable	206,789	74,892
Prepaid expenses and other current assets	192,691	(80,001)
Accounts payable and accrued expenses	55,141	(18,390)
Accrued payroll and payroll taxes	(10,340)	(26,982)
Refundable advances and other deferred revenue	(30,304)	46,032
Net Cash from Operating Activities	621,005	(75,401)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(127,533)	(51,996)
Cash and cash equivalents, reserve	(1,199)	(1,198)
Restricted cash	(146)	(146)
Net Cash from Investing Activities	(128,878)	(53,340)
Net Change in Cash and Cash Equivalents	492,127	(128,741)
CASH AND CASH EQUIVALENTS		
Beginning of year	527,371	656,112
End of year	$ 1,019,498	$ 527,371

See notes to financial statements

1. Organization and Tax Status

Community Roots Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 9, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2020. The School's mission is to provide a rigorous kindergarten through eighth grade learning community where learning is embedded in meaningful real world context where children are deliberately taught to see the connection between school and the world. The School provided education to approximately 473 students in kindergarten through eighth grade during the 2018-2019 academic year.

The School shares space with a New York City public school beginning in September 2006. On August 1, 2012, the School secured a second New York City public school location to house a newly opened middle school. The middle school provides education from sixth through eighth grades. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that take place outside the district's school day. The School was unable to determine a value for the contributed space and related services and did not record any value for use of donated facilities or services.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

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

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses both by their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets and temporarily restricted net assets were reclassified to net assets without donor restrictions and net assets with donor restrictions, respectively.

Net Assets Presentation

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

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. Board designated net assets were established by the Board of Trustees to provide a cash and cash equivalents reserve for unseen operating and capital expenses.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are classified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2019 and 2018.

Cash and Cash Equivalents

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

Restricted Cash

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

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

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset which is five years. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

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

Computers and equipment	3 years
Furniture and fixtures	7 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

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

Revenue and support

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

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

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2019 and 2018 was $9,911 and $20,457.

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

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 2, 2019.

3. Grants and Contracts Receivable

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

4. Property and Equipment

Property and equipment consisted of the following at June 30:

	2019	2018
Computers and equipment	$ 319,711	$ 545,831
Furniture and fixtures	166,564	128,017
Leasehold improvements	142,282	121,604
	628,557	795,452
Accumulated depreciation and amortization	(472,148)	(643,933)
	$ 156,409	$ 151,519

For the years ended June 30, 2019 and 2018, the School disposed of fully depreciated property and equipment totaling $294,428 and $360,114.

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:	
Cash and cash equivalents	$ 1,019,498
Grants and contracts receivable	26,620
	$ 1,046,118

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. The Board of Trustees has designated $1,504,853 of net assets without donor restrictions that could be drawn upon through Board resolution and be made available for current operations.

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School matched employee contributions up to 5% of annual compensation. Employee match for the years ended June 30, 2019 and 2018 amounted to $199,477 and $188,750.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately $2,232,000 and $1,901,000 of cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 94% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

9. Donated Services

Donated services are recognized as contributions in accordance with U.S. GAAP, if the services create or enhance non-financial assets, require specialized skills, are performed by people with those skills, would otherwise be purchased by the School, and are measurable. One entity has provided legal services to the School at no charge.

The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2019 and 2018, the value of such donated services amounted to $15,050 and $0.

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

10. Commitment

On October 13, 2016, the School signed a lease agreement with Regus Group Companies for office space under a non-cancelable lease which expired October 31, 2017. On November 1, 2017, the School renewed this lease through October 31, 2020. Under the terms of the lease, the School paid a security deposit in the amount of $2,658. Rent expense under this lease for the years ended June 30, 2019 and 2018 amounted to $16,434 and $17,064.

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

2020	$ 15,396
2021	5,132
	$ 20,528

11. Contingency

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

*****

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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

Independent Auditors' Report

Board of Trustees
Community Roots Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community Roots Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 2, 2019.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 2, 2019

Entry 5c Additional Financial Docs

Last updated: 10/29/2019

The additional items listed below should be uploaded if applicable. Please explain the r ason(s) if the items ar not included. Examples might include: a written manag ment letter was not issued; the school did not expend federal funds in ex ess of the Single Audit Thr shold of $750,000; the corr ctive action plan will be submitted by the following date (should be no later than 30 days from the submission of the r port); etc.

Section Heading

1. Management Letter

https://nysed so r ports.fluidr view.com/resp/118829411/8mMIunnVv3/

Explanation for not uploading the Management Letter. (No r sponse)

2. Form 990

(No r sponse)

Explanation for not uploading the Form 990. Extension filed

3. Federal Single Audit

Note: A copy of the F deral Single Audit must be filed with the F deral Audit Clearinghouse. Please r fer to OMB Uniform Guidelines for the federal filing r quir ments.

(No r sponse)

Explanation for not uploading the Fe eral Single Audit. n/a

4. CSP Agreed Upon Procedure Report

(No r sponse)

Explanation for not uploading the procedure report. n/a

5. Evidence of Required Escrow Account

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

https://nysed_so r_ports.fluidr_view.com/r sp/118829411/pN6H0Nal_e/

Explanation for not uploading the Escrow evidence. (No r sponse)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management L_tter R_commendations, which must include:

a. The person r_sponsible
b. The date action was tak n, or will be tak_n
c. Description of the action tak n
d. Evidence of implementation (if available)

(No r sponse)

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

Entry 5d Financial Services Contact Information

Created: 07/29/2019 • Last updated: 10/29/2019

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

COMMUNITY ROOTS CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	Scho l Based Fiscal Contact Name	Scho l Based Fiscal Contact Email	Scho l Based Fiscal Contact Phone
	Andrew Ngeseyan	[redacted]	

2. Audit Firm Contact Information

	Scho l Audit Contact Name	Scho l Audit Contact Email	Scho l Audit Contact Phone	Years Working With This Audit Firm
	Joseph X. Ciorciari	[redacted]		3

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

Firm Name	Contact Pers n	Mailing Address	Email	Phone	Years with Firm
CSBM	Lola Barbarash	[redacted]			9

New York State Education Department

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

2019-20 Budget & Cash Flow Template

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

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

Community Roots Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

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	7,787,478	1,573,743	5,000	318,369	-	9,684,590
Total Expenses	4,863,310	1,318,307	-	62,055	3,008,240	9,251,912
Net Income	2,924,168	255,436	5,000	256,314	(3,008,240)	432,678
Actual Student Enrollment	474	94				-
Total Paid Student Enrollment	-	-				-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

		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	$16,154.00	7,656,996	1,443,743	-	-	-	9,100,739
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		7,656,996	1,443,743	-	-	-	9,100,739
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		91,482	-	-	-	-	91,482
Other		-	-	-	-	-	-
Other State Revenue		32,500	-	-	-	-	32,500
TOTAL REVENUE FROM STATE SOURCES		7,780,978	1,443,743	-	-	-	9,224,721
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	80,000	-	-	-	80,000
Title I		-	50,000	-	-	-	50,000
Title Funding - Other		6,500	-	-	-	-	6,500
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	5,000	-	-	5,000
TOTAL REVENUE FROM FEDERAL SOURCES		6,500	130,000	5,000	-	-	141,500
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	289,000	-	289,000
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	2,369	-	2,369
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		-	-	-	27,000	-	27,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	318,369	-	318,369
TOTAL REVENUE		7,787,478	1,573,743	5,000	318,369	-	9,684,590

List exact titles and staff FTE"s (Full time eqiulivalent)

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	2.00	-	-	-	-	353,600	353,600
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	16.00	-	-	-	-	1,676,750	1,676,750
TOTAL ADMINISTRATIVE STAFF	18	-	-	-	-	2,030,350	2,030,350
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	55.00	3,490,216	-	-	-	-	3,490,216
Teachers - SPED	-	-	1,043,532	-	-	-	1,043,532
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-

Community Roots Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

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	7,787,478	1,573,743	5,000	318,369	-	9,684,590
Total Expenses	4,863,310	1,318,307	-	62,055	3,008,240	9,251,912
Net Income	2,924,168	255,436	5,000	256,314	(3,008,240)	432,678
Actual Student Enrollment	474	94				-
Total Paid Student Enrollment	-	-				-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	55	3,490,216	1,043,532	-	-	-	4,533,748
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	73	3,490,216	1,043,532	-	-	2,030,350	6,564,098
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		919,899	274,775	-	-	535,129	1,729,803
Fringe / Employee Benefits		-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		919,899	274,775	-	-	535,129	1,729,803
TOTAL PERSONNEL SERVICE COSTS		4,410,115	1,318,307	-	-	2,565,479	8,293,901
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	-
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	176,050	176,050
TOTAL CONTRACTED SERVICES		-	-	-	-	176,050	176,050
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		397,695	-	-	-	200,970	598,665
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-
Telephone		-	-	-	-	-	-
Technology		-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	-	-
Staff Development		55,500	-	-	-	-	55,500
Staff Recruitment		-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-
Fundraising		-	-	-	62,055	-	62,055
Other		-	-	-	-	5,900	5,900
TOTAL SCHOOL OPERATIONS		453,195	-	-	62,055	206,870	722,120
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	59,841	59,841

Community Roots Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

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	7,787,478	1,573,743	5,000	318,369	-	9,684,590
Total Expenses	4,863,310	1,318,307	-	62,055	3,008,240	9,251,912
Net Income	2,924,168	255,436	5,000	256,314	(3,008,240)	432,678
Actual Student Enrollment	474	94				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	59,841	59,841
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	4,863,310	1,318,307	-	62,055	3,008,240	9,251,912
NET INCOME	2,924,168	255,436	5,000	256,314	(3,008,240)	432,678

ENROLLMENT - "School Districts Are Linked To Above Entries"	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	474	94	568
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	474	94	568
REVENUE PER PUPIL	16,429	16,742	9
EXPENSES PER PUPIL	10,260	14,025	-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

7787478				
1573743				
9361221				
23.00%	6563098.146	6564098		1730067
	2,030,350.00	3490216	53%	919,899.05
	4,532,748.15	1042532	16%	274,775.03
	1,042,532.07	2030350	31%	535,129.36
	3,490,216.07			

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

Trustee Name:

Nigel Pugh

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

Com unity Roots

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

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Nigel Pugh
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6/7/2019

Signature Date

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

Trustee Name:

Jerry Petit-Frere

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

Com unity Roots Charter School

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

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

____**Yes** X **No**

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

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

____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Jerry Petit-Frere
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/7/2019

Signature Date

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

Trustee Name:

Daniel Benitez

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

Community Roots

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

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

____**Yes** X **No**

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

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

____**Yes** X **No**

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

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

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

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

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

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Signature Date

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

Trustee Name:

Christine Spadaro

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

Community Roots Charter School

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

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Christine Spadaro
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/8/2019

Signature Date

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

Trustee Name:

Tracey strauss

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

Community Roots Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Co-Chair, head of development committee

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

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6/8/2019

Signature Date

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

Trustee Name:

Suzanne Fogarty

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

Community Roots Charter School

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

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

____**Yes** X **No**

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

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

____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Suzanne Fogarty
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/9/2019

Signature Date

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

Trustee Name:

Brian Shaw

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

Community Root Charter School

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

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

____**Yes** X **No**

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

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

____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Brian Shaw
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6/10/2019

Signature Date

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

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DocuSign Envelope ID: 9BB1E125-675C-4993-9724-D53E48D43524

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

Trustee Name:

Scott Strasser

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

Community Roots Charter School

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

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Scott Strasser
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/10/2019

Signature Date

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

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DocuSign Envelope ID: F745CF8F-8276-47D6-A9B5-ADABD12E4000

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

Trustee Name:

Joshua Sean Thomases

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

Community Roots Charter School

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

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

____**Yes** X **No**

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

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

____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Josh Thomases
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6/11/2019

Signature Date

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

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DocuSign Envelope ID: E7E1A851-1BD0-4A0B-B27A-BD5D8C7336E5

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

Trustee Name:

Beth Lief

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

Community Roots Charter School

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

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
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/17/2019

Signature Date

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

[redacted]

DocuSign Envelope ID: 4CB59C14-2846-4B89-8829-4EB847F3C745

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

Trustee Name:

Cavel Khan

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

Community Roots Charter School

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

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

DocuSigned by:
Carol Khan
67A6EC1EBC94459...

6/23/2019

Signature Date

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DocuSign Envelope ID: 481CD12F-2CC9-4908-B5B4-DD9C7C474867

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

Name: David Manheimer

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

Community Roots Charter School

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

   Treasurer

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** X **No**

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

   _____

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

   ____**Yes** X **No**

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

   _____

DocuSign Envelope ID: 481CD12F-2CC9-4908-B5B4-DD9C7C474867

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

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

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

DocuSign Envelope ID: 481CD12F-2CC9-4908-B5B4-DD9C7C474867

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

DocuSigned by:
David Manheimer
881C8889A48A456...

7/11/2019

Signature **Date**

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

[redacted]

last revised 08/21/2018

DocuSign Envelope ID: D27C83F0-7536-4C3C-B641-5505A52B66E4

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

Name: Shawn Matthew Clark

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

Community Roots Charter School

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

None.

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

DocuSign Envelope ID: D27C83F0-7536-4C3C-B641-5505A52B66E4

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

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

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

DocuSign Envelope ID: D27C83F0-7536-4C3C-B641-5505A52B66E4

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

DocuSigned by:
Shawn Matthew Clark
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7/17/2019

Signature **Date**

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

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last revised 08/21/2018

DocuSign Envelope ID: F207F48A-CA7A-4F6D-8657-10256B11F0F3

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

Name: SARA STONE

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

Community Roots Charter School

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

I am a non-voting board member at large.

2. Are you an employee of any school operated by the education corporation?

X **Yes** ____ **No**

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

Co-Director, $170,000 and August 2006

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

X **Yes** ____ **No**

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

Co-Director, $170,000 and August 2006

DocuSign Envelope ID: F207F48A-CA7A-4F6D-8657-10256B11F0F3

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

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

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

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

DocuSigned by:
SARA STONE
2619579F3ED74B9...

7/18/2019

Signature **Date**

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

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last revised 08/21/2018

DocuSign Envelope ID: 83797E56-810A-402B-827D-C63F1DABF5D2

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

Name: Allison Keil

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

Community Roots Charter School

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

Non-Voting Board Member

2. Are you an employee of any school operated by the education corporation?

____**Yes** X **No**

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

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

X **Yes** ____**No**

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

Co-Founbder/Co-Director. Oversee all aspects of the school. Salary 176,800. Start Date: A

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.			
8/06-Present	Salary	Non-Voting Board	Member

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

DocuSign Envelope ID: 83797E56-810A-402B-827D-C63F1DABF5D2

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

DocuSigned by:
Allison Keil
A705DB519C6A4A4...

7/25/2019

Signature **Date**

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

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last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Bo rd of Trustees Member

Name:

_____Matthew Williams___

N me of Charter School Education Corporation (the Ch rter School N me, if the charter school is the only school oper ted by the educ tion corporation):

Community Roots Ch rter School

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

Trustee

. Are you an employee of any school operated by the education corporation?

Yes x **No**

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

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

Yes x **No**

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

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

D te(s)	N ture of financi l interest/tr ns cti on	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not p rticipate in discussion)	N me of person holding interest or engaging in transaction and relationship to you
None	**None**	**None**	**None**

Please write "None" i applicable. Do not leave this space blank.No

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

Organiz tion conducting business with the school(s)	N ture of business conducte d	Approxim t e value of the business conducted	N me of Trustee nd/or immedi te family member of household holding n interest in the organiz tion conducting business with the school(s) nd the nature of the interest	Steps taken to avoid conflict of interest
None	**None**	**None**	**None**	None

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

ubmitted by CRCS on behalf of the board member who was travelling out of the country during submission period.

_____ 7/30/2019

ignature Date

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

[redacted]

last rev sed 08/21/2018

Entry 8 BOT Table

Last updated: 07/29/2019

1. SUNY AUTHORIZED charter schools ar r quir d to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are r quired to provid information for all VOTING and NON VOTING trustees.

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

	Trustee Name and Email Addr ss	Position on the Board	Committ Affiliation s	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Curr nt Term (MM/DD/YYYY)	End Date of Curr nt Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Allison Keil, [redacted]	Trustee/M mber	Education, Board, Development, Finance	No	1	08/01/2016	7/31/2020	10
2	Sara Stone, [redacted]	Trustee/M mber	Education, Development, Board Development	No	1	08/01/2016	7/31/2020	12
3	Scott Strasser, [redacted]	Chair	Finance, Board Development	Yes	1	08/01/2010	7/31/2020	12
4	Tracey Strauss, [redacted]	Chair	Development, Education, Board Development	Yes	1	08/01/2016	7/31/2020	11
5	Daniel Benitez, [redacted]	Secr tary	Board Development, Finance	Yes	1	03/12/2018	5/15/2019	5 or less
	David Manheim		Finance,					

6	r, [redacted]	Tr asur r	Board Development	Yes	1	04/27/2015	7/31/2020	11
7	Suzanne Fogarty, [redacted]	Trustee/M mber	Development, Education	Yes	1	04/29/2013	7/31/2020	5 or less
8	Beth Lief, [redacted]	Trustee/M mber	Education	Yes	1	08/01/2016	7/31/2020	8
9	Brian Shaw, [redacted]	Trustee/M mber	Development	Yes	1	04/27/2015	7/31/2020	5 or less

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

1b. Current Board Member Information

	Trustee Name and Email Addr ss	Position on the Board	Committ Affiliation s	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Curr nt Term (MM/DD/YYYY)	End Date of Curr nt Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Christine Spadaro, [redacted]	Trustee/M mber	Develop ment, Educatio n	Yes	1	04/29/20 13	7/31/202 0	7
11	Josh Thomase s, [redacted]	Trustee/M mber	Educatio n, Board Develop ment	Yes	1	08/17/20 15	7/31/202 0	5 or less
12	Matthew Williams, [redacted]	Trustee/M mber	Educatio n	Yes	1	04/11/20 16	7/31/202 0	7
13	Shawn Clark, [redacted]	Trustee/M mber	Develop ment	Yes	1	04/09/20 18	7/31/202 0	11
14	Cavel [redacted]	Trustee/M mber	Develop ment	Yes	1	07/17/20 18	7/31/202 0	8
15	Jerry P tit Fr r [redacted]	Trustee/M mber	Finance	Yes	1	04/09/20 18		10

1c. Are there more that 15 members of the Board of rustees?	Yes

1d. Current Board Member Information

	Trustee Name and Email Addr ss	Position on the Board	Committ Affiliation s	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Curr nt Term (MM/DD/YYYY)	End Date of Curr nt Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
16	Nigel Pugh, [redacted]	Trustee/M mber	Educatio n	Yes	1	09/14/2018	7/31/2020	7
17								
18								
19								
20								
21								

2. INFORMA ION ABOUT MEMBERS OF THE BO ARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	15
b.Total Number of Members Added During 2018 19	1
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, R solution or Minutes	16

3. Number of Board meetings held during 2018-19	12
4. Number of Board meetings cheduled for 2019-20	12

hank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/29/2019

Instructions for submitting minutes of the BOT monthly meetings

R gents, 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 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

COMMUNITY ROOTS CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, n the charter school's website?	Yes
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 2018-19 school year.	https://drive.google.com/drive/folders/1f ruggzINQUV55yVKMUGHCmln1Rkspo0

Entry 10 Enrollment and Retention of Special Populations

Created: 07/29/2019 • Last updated: 07/31/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019 20.

COMMUNITY ROOTS CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts T ward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	We worked very hard to ensure that we connected with all headstarts and community centers in our District. There are 4 head starts in the District that we focused on. At each one we tried a 4 pronged approach and started this cycle of visits in mid November: Set up initial visit/conversation with leadership/coordinators to make contact (or reestablish contact if they have been there since last year) and begin to talk about recruitment/drop of applications Visit and spend more time there, begin to talk to parents Set up Table to talk to families and answer questions, etc Visit and spend more time there, continue to talk to parents/ask about applications, etc. Postcards were made to advertise the school and application deadline. Postcards were sent to all addresses of families with 2 5 year olds in this neighborhood having a household income of under $80,000. Visits were made to the community centers in the area and connections made with the Directors. Applications were left for families visiting the Community Centers.	We will continue to use the strategies from the 2018 2019 school year. In addition, we will: Host an event (Carnival) in partnership with Fidelis Helath Services for members of the community as an effort to connect with families in the community and share with them about Community Roots academic and social emotional school community. This will be held once in October and once in March before the application deadline. Teachers, staff and some parents that live in the community who have children in our school to mingle with people that attend. Find community events where Community Roots has a table for further information about its program. Collaborate with teachers/staff to attend. Make a more concerted effort to become more visible in the community, especially by figuring out some ways our students can offer service to these places. For example,

	Tours were made available for families on an individual basis. Follow up with all families living in NYCHA who have siblings entering Kindergarten Worked with families currently enrolled in our school who live in NYCHA in the immediate neighborhood with students in K 2 grade to spread the word. Gave out bundles of postcards to hand out to families they know with incoming Kindergarten students Connected with families who are well established in the neighborhood who have alumni who graduated from our school to hand out postcards and spread the word Advertised on our FaceBook account and shared with specific families in our community who live in NYCHA to repost on their personal accounts.	organizing a day or weekend when our students can lend a hand in the local gardens, the park, and around the neighborhood. Have a larger footprint on social media. Use a media campaign for regular information about application deadline and information about the school. Try to get some testimonials from families in NYCHA and with their consent share it with others Invite leaders and directors of Community Centers and headstarts to visit the school in order to be best equipped to share about the school and recruit for the school, where applicable.
English Language Learners/Multilingual Learners	We use the same strategies described above to retain our ELL and multilingual learners. In addition, postcards were translated into Spanish, and Cantonese, all of the applications that were left at Community Centers were translated into Spanish and Cantonese, and information about the school was left at Chinese restaurants, laundromats, and bodegas in the immediate neighborhood.	Same strategies as indicated above, with the addition that insuring that translation is available as needed for the above mentioned lines of action.
Students with Disabilities	We use the same strategies described above to recruit and enroll our students with disabilities.	ame strategies as indicated above.

Retention Efforts T ward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	We believe that our high retention rate/low student attrition rate is based on: Meeting the academic and social emotional needs of the child Building meaningful relationships with	

Economically Disadvantaged	families At CRCS we hire and train teachers who understand the connection between student's academic progress and social emotional well being. We regularly assess 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. 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). 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. Additionally, the following retention efforts are in place to support all new economically disadvantaged families: Call all families immediately and directly who have been accepted into this years	Continue the efforts from 2018 2019, and add: Ensure that families can come to the Welcome to Kindergarten workshop at the beginning of the year and if they can not, set up a separate meeting to ensure that the content is covered if any families cannot make it During first 2 weeks of school individually connect with all families to check in and answer any questions Monthly meetings with Co Director, Recruitment Coordinator, and Kindergarten teachers to ensure all families are connected and feel a general sense of belonging. Follow up as needed. Through on going conversations throughout the year, identify areas of interest and engagement from new community members and plan to incorporate, as much as possible, those ideas into yearly community programming strategies and approaches

	enrollment schedule a time for them to come in and see the school, if they have not done so already and fill out paperwork Make available computers/time to help fill out on line acceptance forms through School Mint Reach out to invite to Welcome to Kindergarten workshop at the beginning of the year Special invitations to community programming to ensure connection to the community Regular meetings/check ins with teaching staff	
English Language Learners/Multilingual Learners	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. 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, 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. 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.	We will continue the efforts from the 2018 2019 school year, as well as will continue to 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. Additionally, we will work towards: Scheduling a time for families to come in and see the school upon lottery acceptance, if they have not done so already and fill out paperwork, ensure translation to help with the process Reach out with translation to invite to Welcome to Kindergarten workshop at the beginning of the year and set up a separate meeting to ensure that the content is covered if any families cannot make it Special invitations to community programming to ensure connection to the community and ensure that other families with same language background can participate Provide translation, where possible, for all community programming opportunities Ensure that all major correspondence for family programming is shared with translation

tudent s with Disabilit ies	We believe our high retention rate/low student attrition rate is based on: Meeting the academic and social emotional needs of the child Building meaningful relationships with families 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. We meet with prospective and accepted families in order to discuss student specific needs and supports. 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 to examine the level of inclusivity of our program and design opportunities for staff development and program improvement. We worked on revised website language to include additional information regarding special education services and our inclusive education approach. This includes 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).	Update the CRCS website with newly revised section on special education services. Continue with the strategies for the 2018 2019 school year and focus on building a strong and inclusive program in each of our classrooms, allowing all learners to thrive.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/12/2019 • Last updated: 07/31/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition T bles

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition T ble

	F E Classroom eachers on 6/30/18	F E Classroom eachers Departed 7/1/18 6/30/19	F E Classroom eachers Filling Vacant Positions 7/1/18 6/30/19	F E Classroom eachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom eachers on 6/3019
	55	7	5	0	55

2. Administrator Position Attrition T ble

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	18	2	2	0	18

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 det il 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 schoo

(No response)

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?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Last updated: 07/12/2019

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 ap lies 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 ounted only once.

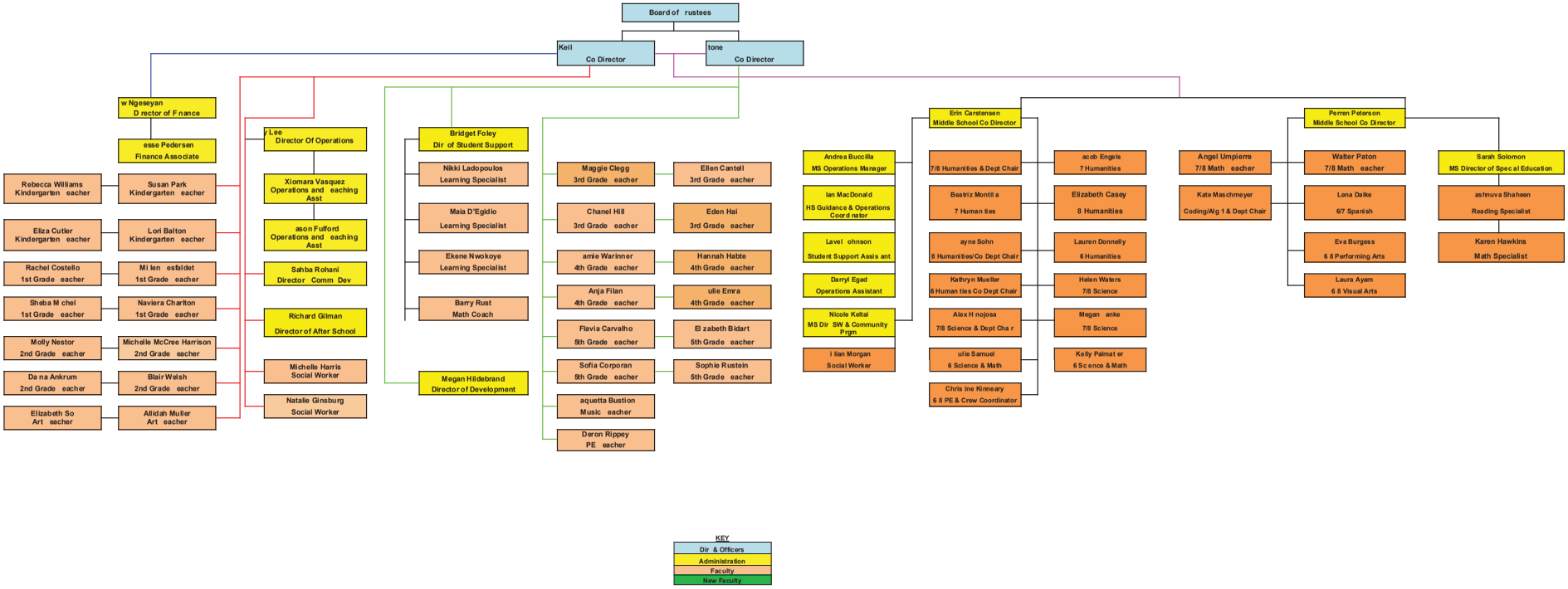
	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	13
2. FTE count of uncertified teachers with at least thr years of elementary, middle or secondary classroom teaching xp ri nc (6 30 19)	12
3. FTE count of uncertified teachers who ar tenur d or tenur track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of T ach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exc ptional business, professional, artistic, athletic, or military xp ri nc (6 30 19)	2
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	0

FTE Count of All Uncertified Teachers as of 6/30/19 13

FTE Count of All Certified Teachers as of 6/30/19 37

Thank you.

Community Roots Charter School 2018 2019 Organizational Chart



KEY

- Dir & Officers
- Administration
- Faculty
- New Faculty

Community Roots Charter School

2019-2020 School Calendar - June Draft - Please check the website calendar frequently for most up to date information on school closings, workshops and events.

Start Date	End Date	180 Instructional Days of School	
9/5/2019	9/5/2019	1st Day of School - **1/2 day for Kindergarten Only**	12:00 Dismissal for Kindergarten Only
9/6/2019	9/6/2019	**1/2 day for Kindergarten Only**	12:00 Dismissal for Kindergarten Only
9/12/2019	9/12/2019	3rd Grade Curriculum Night and Frost Valley Info. Session	3rd Grade Families Only
9/26/2019	9/26/2019	Curriculum Night	All Grades Except 3rd
9/30/2019	10/1/2019	Rosh Hashanah	School Closed
10/2/2019	10/4/2019	3rd Grade Frost Valley Overnight Trip	Grade 3
10/7/2019	10/7/2019	School Picture Day	All Grades
10/9/2019	10/9/2019	Yom Kippur	School Closed
10/14/2019	10/14/2019	Indigenous People Day	School Closed
10/23/2019	10/23/2019	Staff Planning Day	12:00 Dismissal all Students
11/5/2019	11/5/2019	Election Day	No School for Students
11/11/2019	11/11/2019	Veterans Day	No School for Students
11/15/2019	11/15/2019	Family Conferences Full Day	No School for Students
11/27/2019	11/29/2019	Thanksgiving	School Closed
12/11/2019	12/11/2019	Staff Planning Day	12:00 Dismissal all Students
12/23/2019	1/1/2020	Winter Recess	School Closed
1/14/2020	1/14/2020	Staff Planning Day	12:00 Dismissal all Students
1/20/2020	1/20/2020	Dr. Martin Luther King, Jr. Day	School Closed
2/6/2020	2/6/2020	Staff Planning Day	12:00 Dismissal all Students
2/17/2020	2/21/2020	Mid-Winter Recess	School Closed
3/5/2020	3/5/2020	Staff Planning Day	12:00 Dismissal all Students
3/13/2020	3/13/2020	Family Conferences Full Day	No School for Students
3/25/2020	3/27/2020	NY State ELA Exams	Grades 3-5
4/2/2020	4/2/2020	Staff Planning Day	12:00 Dismissal all Students
4/9/2020	4/17/2020	Spring Recess	School Closed
4/21/2020	4/23/2020	NY State Math Exams	Grades 3-5
5/6/2020	5/6/2020	Staff Planning Day	12:00 Dismissal all Students
5/18/2020	5/29/2020	NY State Science Performance Exam Period	Grade 4
5/25/2020	5/25/2020	Memorial Day	School Closed
6/1/2020	6/1/2020	NY State Science Written Exams	Grade 4
6/4/2020	6/4/2020	Chancellor's Anniversary Day	School Closed
6/9/2020	6/9/2020	Clerical Day	No School for Students
6/9/2020	6/12/2020	5th Grade Overnight Trip to DC	Grade 5

6/10/2020	6/12/2020	4th Grade Overnight Trip to Boston	Grade 4
6/11/2020	6/11/2020	Staff Planning Day	12:00 Dismissal all Students
6/24/2020	6/24/2020	5th Grade Moving Up Ceremony	Grade 5
6/26/2020	6/26/2020	Last Day of School	Full Day - Dismissal at 3:45
TBA	6/20/2020	K-2 Field Day	Grades K-2
TBA	6/21/2020	3-5 Field Day	Grades 3-5

Community Coffee /Community Council with Co-Directors - 8:30 a.m.			
Date		Location	Address
10/18/2019		Elementary School	51 St. Edwards Street, 3rd Floor
1/19/2020		Middle School	50 Navy Street, 3rd Floor
tba		Elementary School	51 St. Edwards Street, 3rd Floor
tba		Middle School	50 Navy Street, 3rd Floor
tba		Elementary School	51 St. Edwards Street, 3rd Floor
tba		Middle School	50 Navy Street, 3rd Floor
tba		Elementary School	51 St. Edwards Street, 3rd Floor

Community Roots Board of Directors Meeting (Pre-registration Required)			
Date		Location	Address
7/16/2019		ZOOM	video conference
8/13/2019		ZOOM	video conference
tba		TBA	
tba		TBA	
tba		TBA	
tba		TBA	
tba		TBA	
tba		Elementary School	51 St. Edwards Street, 3rd Floor