



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: 06/25/2019 • Last updated: 07/29/2019

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 NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

(Select name from the drop down menu)

a1. Popular School Name HUM II
(Optional)

b. CHARTER AUTHORIZER (As of June 30th, 2019) Regents Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 7

d. DATE OF INITIAL CHARTER 09/2011

e. DATE FIRST OPENED FOR INSTRUCTION 08/2012

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

MISSION STATEMENT

HUM II is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

The objective is to create a school of the highest academic standards that prepares and supports students to graduate ready for college, career, and a 21st century economy. We want our students to be challenged and will shift the dynamics from one where students receive information to one where they find solutions to problems using their imagination coupled with their mastery of content and skills. We will use a curriculum that is aligned to the New York State Learning Standards and is constantly informed by student performance data.

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	System of Assessment and Continuous Assessment of Data: The New Visions instructional framework includes the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. Assessment begins during the summer Bridge to High School Program, during which students take the Performance Series reading diagnostic to determine their baseline performance levels. Students originally took the ACT set of exams to measure progress throughout High School (9th grade EXPLORE, 10th grade PLAN, 11th 12th grade ACT). ACT has replaced the EXPLORE and PLAN exams with the Aspire assessments. In addition, all schools administer a full length mock Regents
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	<p>exam during the trimester preceding the first administration to a cohort using the New Visions Mock Regents tools. The mock Regents adds an additional diagnostic that allow schools to better support student success on these high school exit exams.</p>
Variable 2	<p>Aligned Goal Setting focused on student need: Starting with strong student diagnostics in reading, comprehension, writing, and readiness for algebra, administrators are able to accurately determine student need. This allows teachers to establish specific targets for students, for administrators to establish measurable goals for teachers, and for administrators to provide professional development to those teachers to ensure that they are supported in meeting their goals. Finally, administrators are able to “roll the student and teacher goals up” in order to establish and make public the administrative and organizational goals for the year.</p>
Variable 3	<p>Team Teaching General Education, Special Education and English Language Learner Specialists: Once student histories have been analyzed, baselines established, and goals set, teachers work together on teams to address the needs of the students and support on going learning during class time. While all teachers have the opportunity to team teach over the course of the year, special education and English language acquisition staff are programmed to regularly team teach with content area teachers breaking down student teacher ratios to approximately 12 to 1 for those sections.</p>
Variable 4	<p>Extended day and Saturday Classes: Assessment information is used to place students in academic support programs, enrichment or remedial, during the day, during the extended day session, and during the Saturday sessions. In these classes, teachers use the data from the assessments to tailor instruction to address the student’s individual areas of growth.</p>
Variable 5	<p>Additional Math and Reading Specialists on staff: Students, based on the results of their diagnostics are scheduled for additional support and/or enrichment with full time additional faculty whose expertise is in math and literacy development. Based on their performance on the diagnostics, students are programmed for a tiered set of intervention programs based on their Lexile levels.</p>
Variable 6	<p>Challenge Based Curriculum aligned to New York State Learning Standards and Anchor Projects: A challenge based approach (CBL) is utilized to engage students in learning and foster the use of imaginative capacities for problem solving. In a typical challenge based unit, students work with a finite set of resources that focus on a particular topic; ask questions that do not have pre determined answers; construct an answer supported by evidence; construct a product (position paper, PowerPoint, newscast, video blog);</p>

	<p>present their product, and defend their position publicly. Thus the classroom dynamic is shifted from one where students passively receive information to one where students must act in order to meet a challenge or solve a problem. Anchor projects, in which students apply the content and skills they have learned to a new situation, are embedded within challenge based units across the curriculum. These units are subject specific, and occur at minimum in one unit of every core class, per year.</p>
Variable 7	<p>Writing: Writing development is an integral component of the model. To further students' writing development, the principals of each of the network charter schools agreed to begin utilizing standardized, on demand writing tasks aligned to coursework, embedded throughout the curriculum and administered at scheduled points in a student's four year progression. A common rubric, administration guidelines, and scoring protocols ensure that student performance may be analyzed at the network level, and that these assessments may be used to guide network professional development for teachers on writing instruction. By asking for on demand writing instead of polished pieces of writing that have gone through multiple revisions with teacher support, we will gain a more accurate picture of student writing abilities and the network will be able to plan supports and organize professional development to meet the needs of students across schools.</p>
Variable 8	<p>Remediation and Acceleration: Students participate in a continuum of experiences across four years with a focus initially on support and acceleration and later on advanced academic coursework, career preparatory experiences, and community engagement.</p>
Variable 9	<p>Capacities for Imaginative Thinking: schools collaborate with Lincoln Center Education to provide a baseline set of arts experiences for all students. Principals may choose to use Lincoln Center's Capacities for work in academic areas and/or to focus on engaging with the Capacities through a work of art exploration. The Capacities framework allows students and teachers to practice and master habits of learning including noticing deeply, questioning, making connections, reflecting/assessing, creating meaning, embodying, identifying patterns, exhibiting empathy, taking action and living with ambiguity.</p>
Variable 10	<p>Adult Inquiry: Teachers participate in a formal inquiry process through Cohort Inquiry Teams. The purpose of this work is to systematically study the connection between the selected pedagogical strategies teachers are employing and actual student outcomes, allowing teachers to make necessary modifications to curriculum and pedagogy in real time. Across the network, school leadership and representatives come together four times a year as part of a Network Inquiry</p>

	Team to work together on common problems of practice.
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Need additional space for variables	No
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h. SCHOOL WEB ADDRESS (URL)	http://www.newvisions.org/humanities2
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i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	566
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j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	459
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k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)
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Check all that apply

Grades Served	9, 10, 11, 12
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l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?	Yes
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12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 E. 42nd Street
CITY	New York
STATE	NY
ZIP CODE	10017
EMAIL ADDRESS	
CONTACT PERSON NAME	Melissa Marcus

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	455 Southern Boulevard Bronx, NY 10455	718 665 5380	NYC CSD 7	9 12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	David Neagley			
Operational Leader	Michelle Bey			
Compliance Contact	Matt Gill			
Complaint Contact	Matt Gill			
DASA Coordinator	Lauren Livingston			
Phone Contact for After Hours Emergencies	David Neagley			

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	No plans to leave current co location space	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)

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 charter revisions).

No

ATTESTATION

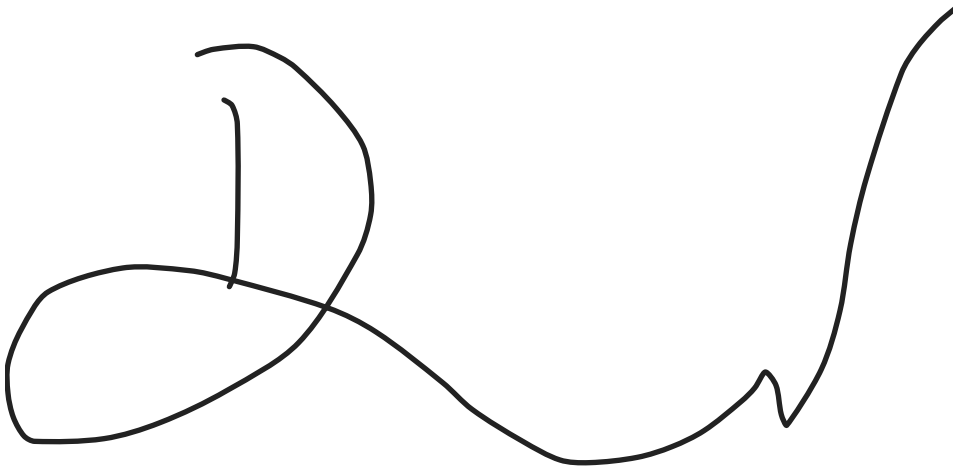
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Melissa Marcus
Position	Senior Program Officer, Charter
Phone/Extension	
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 the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink, featuring a prominent loop at the beginning and a long, sweeping tail.

Signature, President of the Board of Trustees

A handwritten signature in black ink that appears to read "M. Shaw", with a stylized first initial and a clear last name.

Date

2019/07/23

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 06/25/2019

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

1. CHARTER AUTHORIZER (As of June 30th, 2019)

REGENTS Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?instid=800000071081&year=2018&createreport=1&allchecked=1&OverallStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScccr=1&HSpart=1&staffqual=1®ents=1&cohort=1&nyseslat=1>



Entry 3 Progress Toward Goals

Created: 10/21/2019 • Last updated: 10/28/2019

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 Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academ	90% of students in the 2015 cohort will			In order to support students on the ELA Regents and increase cohort pass rates, HUM II is implementing the following: 1) a school wide goal of reading and writing across the curriculum to ensure students are increasing the amount of reading and writing; 2) targeted intervention placement for students using Performance Series, WIST, and Dora this will support students in increasing their Lexile scores, which will support students' reading comprehension on short passages and longer sustained

ic Goal 1	attain a score of 65% or above on the Regents ELA exam by the end of four years.	Performance/score on Regents Exams	Not Met	reading on the ELA Regents; 3) composition courses for all 9th and 10th grade students to support writing; 4) interim assessments that are aligned to the ELA Regents to ensure that data analysis and teacher instruction is aligned with Common Core Standards; 5) embedded ELA Regents preparation in ELA classes to support learning in standards that students have not yet mastered; 6) data analysis to identify the most challenging standards for IEP students and create appropriate scaffolds for students to gain mastery.
Academ ic Goal 2	90% of students in the 2015 cohort will attain a score of 65% or above on a Regents mathematics exam by the end of four	Performance/score on Regents Exams	Not Met	This year the math department is focusing on using data to drive instruction. Across math courses teachers will use data from interim assessments to address gaps in student learning and create more rigorous instruction. As a team, teachers will work on increasing the rigor for all students and making sure that assignments align to Regents assessments. Teachers will continue to use the

	years.			justification protocol that they created last year to review Regents multiple choice questions on a regular basis. There has also been intentional programming to create more Foundations of Algebra sections and Particular Topics of Geometry to help students address any gaps they may have from the previous year.
Academic Goal 3	90% of students in the 2015 cohort will attain a score of 65% or above on a Regents science exam by the end of four years.	Performance/score on Regents Exams	Not Met	This year, the science department is instituting a direct focus on literacy through vocabulary acquisition. Across all science courses, practice with scientific vocabulary is implemented within every lesson. Vocabulary is reenforced through effective study skills such as rewriting notes and note taking skills, practicing retrieval through virtual flashcards, and applying knowledge in formative and summative assessments. In addition to supporting effective study skills, HUM II is redesigning Regents prep courses. Regents prep courses have been structured using the NV Regents Review Modules in a way that is more

				<p>accessible to students through culturally responsive pedagogy. Supports for students to prepare for the Regents have started early in the year through Saturday Academy. Lastly, developing a system where lab minutes are tracked effectively and efficiently will occur to ensure we have all students take their science Regents exam.</p>
Academic Goal 4	The average daily attendance of students will meet or exceed 90%	Average daily attendance rate	Not Met	<p>HUM II's attendance, cohort, and leadership teams will continue to support students that have less than 90% attendance and will provide targeted and tiered interventions to increase the average daily attendance rate. We will continue to focus on using positive incentives and interventions to reinforce positive attendance and support attendance gaps.</p>
				<p>HUM II has gone through many positive changes in the past year. However, these changes have shifted the priorities for some students and families which is reflected in the retention number. Last school year we</p>

Academic Goal 5	90% of students enrolled in the 2018 2019 academic year will return for the 2019 2020 academic year	Number of students enrolled as of BEDS day 2018 compared to BEDS day 2019	Not Met	held many family events and engaged in direct outreach to parents and families to support them in staying connected to our community, which will continue this year. We will also continue to make every possible effort to use strategies that include academic intervention support, monthly celebratory events, family engagement and a proactive attendance team to improve our retention rate.
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do we have more academic goals to add? No

3. Do we have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	90% of teachers on staff in the 2018 2019 school year rated as effective or highly effective will return for the 2019 2020 academic year	Cumulative review of informal and formal evaluations	Not Met	In the past year, HUM II began using a new evaluation framework, Danielson's Framework for Teaching. This has shifted some of the evaluation ratings. In addition, there was a significant number of teachers that were not meeting the needs or professional expectations at HUM II. Many of these members self selected not to return and the hope is that new expectations have been set to ensure every member of staff is receiving coaching and growing.
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
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 goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Maintain strong internal controls in regards to finance and compliance management that meet Government Auditing Standards as reviewed annually by an independent auditing firm	Independent auditor review of internal controls over financial reporting and compliance in accordance with Government Audit Standards	Met	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do we have more financial goals to add? No

Thank you.



Entry 4 Expenditures per Child

Last updated: 07/29/2019

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 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 on 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 Expenditures	8424412
Line 2: Year End FTE student enrollment	459
Line 3: Divide Line 1 by Line 2	18354

2. Administrative Expenditures per Child

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

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

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

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

Line 1: Relevant Personnel Services Cost (Row)	701208
Line 2: Management and General Cost (Column)	128050
Line 3: Sum of Line 1 and Line 2	829258
Line 5: Divide Line 3 by the Year End FTE student enrollment	1807

Thank you.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

FINANCIAL STATEMENTS

JUNE 30, 2019 AND 2018

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
New Visions Charter High School for the Humanities II

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions Charter High School for the Humanities II (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.

Auditor's 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 of 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 auditor's 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 School'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 School'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.

An independent member of Baker Tilly International

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions Charter High School for the Humanities II 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.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 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 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.

MBAF CPAs, LLC

New York, NY
October 22, 2019

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2019 AND 2018

ASSETS	2019	2018
Cash	\$ 5,291,016	\$ 4,656,978
Cash - restricted	76,045	75,489
Grants receivable	332,494	462,222
Prepaid expenses and other assets	60,614	5,774
Property and equipment, net	<u>20,805</u>	<u>4,538</u>
	<u>\$ 5,780,974</u>	<u>\$ 5,205,001</u>
<u>LIABILITIES AND NET ASSETS</u>		
LIABILITIES		
Accounts payable and accrued expenses	\$ 127,520	\$ 110,741
Accrued salaries and other payroll related expenses	306,777	240,674
Due to NYC Department of Education	38,692	24,897
Due to related entities	<u>185,583</u>	<u>184,073</u>
	658,572	560,385
NET ASSETS		
Net assets - without donor restrictions	<u>5,122,402</u>	<u>4,644,616</u>
	<u>\$ 5,780,974</u>	<u>\$ 5,205,001</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
OPERATING REVENUE WITHOUT DONOR RESTRICTIONS		
State and local per pupil operating revenue	\$ 8,387,665	\$ 8,396,691
Government grants and contracts	725,050	670,656
	<u>9,112,715</u>	<u>9,067,347</u>
EXPENSES		
Program services	7,871,987	7,040,305
Management and general	818,547	796,830
	<u>8,690,534</u>	<u>7,837,135</u>
SUPPORT AND OTHER INCOME		
Contributions and other income	27,343	25,129
Interest income	28,262	6,749
	<u>55,605</u>	<u>31,878</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	477,786	1,262,090
NET ASSETS - BEGINNING OF YEAR	<u>4,644,616</u>	<u>3,382,526</u>
NET ASSETS - END OF YEAR	<u>\$ 5,122,402</u>	<u>\$ 4,644,616</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2019

		Program Services			Supporting Services	
	No. of Positions	Regular Education	Special Education	Total	Management and General	2019
Personnel service costs						
Administrative staff personnel	19	\$ 907,863	\$ 209,025	\$ 1,116,888	\$ 544,293	\$ 1,661,181
Instructional personnel	48	2,343,583	1,194,965	3,538,548	-	3,538,548
Total salaries and staff	67	3,251,446	1,403,990	4,655,436	544,293	5,199,729
Fringe benefits and payroll taxes		552,772	249,111	801,883	109,360	911,243
Retirement		185,376	80,046	265,422	31,032	296,454
Management company fee		545,222	145,547	690,769	38,248	729,017
Legal services		10,867	2,901	13,768	762	14,530
Accounting and audit services		-	-	-	20,756	20,756
Other purchases of professional and consulting services		256,493	67,598	324,091	31,793	355,884
Repairs and maintenance		5,429	1,404	6,833	435	7,268
Insurance		38,126	10,178	48,304	2,675	50,979
Utilities		36,273	9,911	46,184	5,296	51,480
Instructional supplies and materials		58,028	19,388	77,416	-	77,416
Equipment and furnishings		15,093	4,040	19,133	3,246	22,379
Staff development		29,348	30,351	59,699	11,480	71,179
Marketing and recruitment		8,948	1,968	10,916	204	11,120
Technology		169,691	39,696	209,387	5,605	214,992
Food service		76,417	17,939	94,356	3,863	98,219
Student services		326,096	70,661	396,757	-	396,757
Office expense		113,124	27,899	141,023	8,788	149,811
Depreciation		6,550	1,748	8,298	459	8,757
Other		1,865	447	2,312	252	2,564
		<u>\$ 5,687,164</u>	<u>\$ 2,184,823</u>	<u>\$ 7,871,987</u>	<u>\$ 818,547</u>	<u>\$ 8,690,534</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2018

		Program Services			Supporting Services	
	No. of Positions	Regular Education	Special Education	Total	Management and General	2018
Personnel service costs						
Administrative staff personnel	19	\$ 667,649	\$ 149,233	\$ 816,882	\$ 593,330	\$ 1,410,212
Instructional personnel	51	2,231,879	1,132,808	3,364,687	-	3,364,687
Total salaries and staff	70	2,899,528	1,282,041	4,181,569	593,330	4,774,899
Fringe benefits and payroll taxes		495,343	225,034	720,377	108,096	828,473
Retirement		132,817	58,726	191,543	27,178	218,721
Management company fee		560,476	148,157	708,633	16,755	725,388
Legal services		3,268	864	4,132	98	4,230
Accounting and audit services		-	-	-	23,269	23,269
Other purchases of professional and consulting services		223,604	64,712	288,316	1,700	290,016
Repairs and maintenance		7,758	1,811	9,569	130	9,699
Insurance		39,674	9,960	49,634	961	50,595
Utilities		37,082	10,655	47,737	3,729	51,466
Instructional supplies and materials		69,881	14,923	84,804	-	84,804
Equipment and furnishings		17,759	3,830	21,589	577	22,166
Staff development		23,689	26,694	50,383	5,457	55,840
Marketing and recruitment		5,897	1,193	7,090	73	7,163
Technology		155,614	35,954	191,568	2,814	194,382
Food service		56,543	13,003	69,546	4,184	73,730
Student services		222,066	46,280	268,346	-	268,346
Office expense		88,760	21,487	110,247	7,684	117,931
Depreciation		23,602	6,239	29,841	706	30,547
Other		4,332	1,049	5,381	89	5,470
		<u>\$ 5,067,693</u>	<u>\$ 1,972,612</u>	<u>\$ 7,040,305</u>	<u>\$ 796,830</u>	<u>\$ 7,837,135</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II**STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018**

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 9,256,238	\$ 9,005,935
Other cash received	55,605	31,878
Cash paid to employees and suppliers	<u>(8,652,225)</u>	<u>(7,752,508)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	659,618	1,285,305
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(25,024)</u>	<u>-</u>
NET INCREASE IN CASH	634,594	1,285,305
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	4,732,467	3,447,162
CASH AND CASH - RESTRICTED - END OF YEAR	<u>\$ 5,367,061</u>	<u>\$ 4,732,467</u>

Reconciliation of change in net assets to net cash provided by operating activities:

Change in net assets	\$ 477,786	\$ 1,262,090
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	8,757	30,547
Changes in operating assets and liabilities:		
Grants receivable	129,728	(22,115)
Prepaid expenses and other assets	(54,840)	(5,774)
Accounts payable and accrued expenses	16,779	(33,764)
Accrued salaries and other payroll related expenses	66,103	68,656
Due to NYC Department of Education	13,795	(39,297)
Due to related entities	<u>1,510</u>	<u>24,962</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 659,618</u>	<u>\$ 1,285,305</u>

SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION:**Cash and cash - restricted consist of:**

Cash	\$ 5,291,016	\$ 4,656,978
Cash - restricted	<u>76,045</u>	<u>75,489</u>
	<u>\$ 5,367,061</u>	<u>\$ 4,732,467</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

1. NATURE OF THE ORGANIZATION

New Visions Charter High School for the Humanities II (the "School") is a New York State, not-for-profit educational corporation that was incorporated on March 6, 2012 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School, led by the Board of Trustees, received a charter from the Board of Regents of the University of the State of New York (the "Board of Regents") to operate a charter school in the State of New York pursuant to certain terms and conditions set forth in its approved charter application and charter agreement dated September 13, 2011. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and safety. The School's charter was renewed for an additional three years, expiring in June 2020.

The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC.

In fiscal year 2019, the School operated classes for students in ninth through twelfth grade.

The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, and school safety. Square footage totaling 13,890 feet is allocated to the School.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets – with donor restrictions or without donor restrictions – be displayed in a statement of financial position and that the amount of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, such as state and local per pupil operating revenue.

Cash – Restricted

Included in cash - restricted is an escrow account of \$76,045 and \$75,489 at June 30, 2019 and 2018, respectively, which is held aside for contingency purposes as required by the Board of Regents.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$332,494 and \$462,222 at June 30, 2019 and 2018, respectively. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2019 and 2018. Such estimate is based on management's assessment of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue is 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 net assets with donor restrictions if they are received with donor stipulations. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from 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 certain state and local funds are recorded when expenditures are incurred and billable to the government agencies.

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined and is industry practice.

Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized. Depreciation is provided on the straight-line method over the estimated useful lives as follows:

Furniture and office equipment	3 years
Computer equipment	3 years

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2019 and 2018.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Directly identifiable expenses are charged to program and supporting services. Expenses related to more than one function are charged to program and supporting services on the basis of the proportionate share of instructional and management and general expenses. Management and general expenses include those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain 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. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 22, 2019, which is the date the financial statements were available to be issued.

Income Taxes

The School follows the accounting standards for uncertainty in income taxes. The standards prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure and transition.

The School files informational returns in the federal jurisdiction. With few exceptions, the School is no longer subject to federal income tax examinations for fiscal years before 2016.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts filed. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as interest expense. The School would classify penalties in connection with underpayments of income tax as other expense.

The School is subject to tax reportable on Form 990T consisting of unrelated business income if they have provided pre-tax transportation benefits to employees.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of Accounting Pronouncement

Financial Statement Presentation

During the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update amends the current reporting model for not-for-profit organizations and enhances their required disclosures. The major changes include, but are not limited to: (a) requiring the presentation of two classes of net assets now titled “net assets without donor restrictions” and “net assets with donor restrictions,” (b) modifying the presentation of underwater endowment funds and related disclosures, (c) requiring the use of the placed in service approach to recognize the expirations on gifts used to acquire or construct long-lived assets absent explicit donor restrictions otherwise, (d) requiring the presentation of an analysis of expenses by function and nature, (e) requiring the disclosure of information regarding liquidity and availability of resources, and (f) presenting investment return net of external and direct internal investment expenses. In addition, the update removes the requirement that statements of cash flows using the direct method also present a reconciliation consistent with the indirect method. The School has applied the update retrospectively to all periods presented and adjusted the presentation of these financial statements accordingly. As a result, the School reclassified amounts formerly classified as unrestricted net assets to net assets without donor restrictions. The adoption of this update had no other material effect on the School’s financial position and changes in net assets. In addition, the School has elected to continue to present a reconciliation in the statement of cash flows consistent with the indirect method.

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board (“FASB”) issued an accounting standards update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

In June 2018, the FASB issued an accounting standards update in an effort to clarify and improve the scope and the accounting guidance for contributions received and contributions made. The FASB believes the update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (non-reciprocal transactions) within the scope of not-for-profit guidance, or as an exchange (reciprocal) transaction subject to other guidance and (2) determining whether a contribution is conditional or not. The update is effective on a modified prospective basis for fiscal years beginning after December 15, 2018, and interim periods within annual periods beginning after December 15, 2019, with early adoption permitted. The School is currently evaluating the potential accounting, transition, and disclosure effects the update will have on its financial statements.

In February 2016, the FASB issued an accounting standards update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance-sheet under current U.S. GAAP. Also, the FASB has issued amendments to the update with practical expedients related to land easements, lessor accounting, and disclosures related to accounting changes and error corrections. The School is currently evaluating the effect the update will have on its financial statements.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncements (continued)

The update originally required transition to the new lease guidance using a modified retrospective approach which would reflect the application of the update as of the beginning of the earliest comparative period presented. A subsequent amendment to the update provides an optional transition method that allows entities to initially apply the new lease guidance with a cumulative-effect adjustment to the opening balance of equity in the period of adoption. If this optional transition method is elected, after the adoption of the new lease guidance, the School's presentation of comparative periods in the financial statements will continue to be in accordance with current lease accounting. The School is evaluating the method of adoption it will elect. The update is originally effective for fiscal years beginning after December 15, 2019, and for interim periods within fiscal years beginning after December 15, 2020, with early application permitted. The effective dates have tentatively been extended to fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021.

3. LIQUIDITY MANAGEMENT AND AVAILABILITY OF RESOURCES

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. The School strives to maintain a cash reserve equal to a minimum of three months of operating expenses, with a target of three to six months. Cash is kept in interest-bearing bank accounts to maximize returns.

The School's financial assets available within one year of the statement of financial position date for general expenditures are as follows:

	2019	2018
Cash	\$ 5,291,016	\$ 4,656,978
Cash - restricted	76,045	75,489
Grants receivable	<u>332,494</u>	<u>462,222</u>
Total financial assets	5,699,555	5,194,689
Less amount unavailable for general expenditures within one year due to:		
Restricted by contract with time or purpose	<u>(76,045)</u>	<u>(75,489)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 5,623,510</u>	<u>\$ 5,119,200</u>

At June 30, 2019 and 2018, the School has no board designated net assets.

4. RELATED PARTY TRANSACTIONS

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the educational services agreement dated July 1, 2012, New Visions provides educational management, operational, and fundraising services to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenue. Gross revenue is defined as all such funding provided by the state, federal, and local governments, but excludes any private grants.

The balance due to New Visions from the School at June 30, 2019 and 2018 amounted to \$181,695 and \$181,057, respectively, which is comprised of management fees. Total management fees incurred by the School amounted to \$729,017 and \$725,388 for the years ended June 30, 2019 and 2018, respectively.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

4. RELATED PARTY TRANSACTIONS (CONTINUED)

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2019, the balance due to other charter schools was \$3,888 and there was no balance due from other charter schools. At June 30, 2018, the balance due to other charter schools was \$3,016 and there was no balance due from other charter schools.

5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30,:

	2019	2018
Furniture and office equipment	\$ 33,072	\$ 26,132
Computer equipment	<u>245,612</u>	<u>227,528</u>
	278,684	253,660
Less: accumulated depreciation	<u>(257,879)</u>	<u>(249,122)</u>
	<u>\$ 20,805</u>	<u>\$ 4,538</u>

Depreciation expense amounted to \$8,757 and \$30,547 for the years ended June 30, 2019 and 2018, respectively.

6. GRANTS RECEIVABLE

Grants receivable consists of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	2019	2018
Mount Vernon Per Pupil	\$ 74,192	\$ 17,794
Yonkers Per Pupil	17,948	-
E-Rate Reimbursement	34,623	26,121
Title I	168,406	175,425
Title II	25,064	51,771
Title IV	12,261	-
NYS Additional Funding	-	171,943
Other	<u>-</u>	<u>19,168</u>
	<u>\$ 332,494</u>	<u>\$ 462,222</u>

7. PENSION PLAN

The School has adopted the New Visions for Public Schools' pension plan (the "Plan") which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$296,454 and \$218,721, net of forfeitures, for the years ended June 30, 2019 and June 30, 2018, respectively, and is included in retirement in the statements of functional expenses.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

8. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. 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.

The School's charter is up for renewal on June 30, 2020. Although the School anticipates that this renewal will be granted by the authorizers, no assurance can be provided that this will occur.

9. COMMITMENTS

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next four years. The leasing expense for the years ended June 30, 2019 and 2018 was \$35,645 and \$35,366, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2020	\$ 12,469
2021	4,341
2022	2,731
2023	<u>683</u>
	<u>\$ 20,224</u>

10. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limit of \$250,000.

The School received approximately 90% and 92% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2019 and 2018, respectively.

The School's grants receivable consist of three major grantors accounting for approximately 95% at June 30, 2019 and three major grantors accounting for approximately 86% at June 30, 2018.

The School's payables consist of two major vendors accounting for approximately 39% at June 30, 2019 and three major vendors accounting for approximately 43% at June 30, 2018.

Independent Auditor's 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

To the Board of Trustees
New Visions Charter High School for the Humanities II

We have audited, 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, the financial statements of New Visions Charter High School for the Humanities II (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 22, 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 School'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 of 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*.

We noted certain matters that we reported to management of the School in a separate letter dated October 22, 2019.

An independent member of Baker Tilly International



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.

MBAF CPAs, LLC

New York, NY
October 22, 2019

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

SCHEDULE OF PRIOR AUDIT FINDING
JUNE 30, 2019

FINANCIAL STATEMENT FINDING

Finding No: 2018-01

Condition: The School is required to be in compliance with the New York State Education Department ("NYSED") requirements. The teacher certification exemption allows charter schools to have up to 15 uncertified teachers. The School had 17 teachers that were uncertified.

Current Status:

The finding has been corrected.



School Name:
Date (Report is due Nov. 1):
Primary District of Location (If NYC select NYC DOE):
If located in NYC DOE select CSD:
School Fiscal Contact Name:
School Fiscal Contact Email:
School Fiscal Contact Phone:
School Audit Firm Name:
School Audit Contact Name:
School Audit Contact Email:
School Audit Contact Phone:
Audit Period:
Prior Year:

The following items are required to be included:

- 1.) The independent auditor's report on financial statements
- 2.) Excel template file containing the Financial Statement
- 3.) Reports on internal controls over financial reporting

The additional items listed below should be included in the report and might include: a written management letter; a management letter; a Threshold of \$750,000; the management letter; a management letter; the submission of the report); etc.

Item
Management Letter
Management Letter Response
Federal Single Audit (A-133)
Corrective Action Plan

Annual Financial Statement Audit Report

New Visions Charter High School for the Humanities II
November 1, 2019
New York City Department of Education
NYCSD #7
Cynthia Rietscha
crietscha@newvisions.org
646-486-6307
MBAF
Marc Taub
mtaub@mbafcpa.com
212-576-1400
2018-19
2017-18

cluded:

financial statements and notes.

ancial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.

ncial reporting and on compliance.

re included if applicable. Please explain the reason(s) if the items are not included. Examples
er was not issued; the school did not expend federal funds in excess of the Single Audit
etter response will be submitted by the following date (should be no later than 30 days from

If not included, state the reason(s) below (if not applicable fill in N/A):
N/A
N/A
N/A

New Visions Charter High School for the Humanities II
Statement of Financial Position
as of June 30

	2019	2018
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 5,367,061	\$ 4,732,467
Grants and contracts receivable	332,494	462,222
Accounts receivables	-	-
Prepaid Expenses	60,614	5,774
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	5,760,169	5,200,463
<u>NON-CURRENT ASSETS</u>		
Property, Building and Equipment, net	\$ 20,805	\$ 4,538
Restricted Cash	-	-
Security Deposits	-	-
Other Non-Current Assets	-	-
TOTAL NON-CURRENT ASSETS	20,805	4,538
TOTAL ASSETS	5,780,974	5,205,001
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 127,520	\$ 110,741
Accrued payroll, payroll taxes and benefits	306,777	240,674
Current Portion of Loan Payable	-	-
Due to Related Parties	185,583	184,073
Refundable Advances	-	-
Deferred Revenue	-	24,897
Other Current Liabilities	38,692	-
TOTAL CURRENT LIABILITIES	658,572	560,385
<u>LONG-TERM LIABILITIES</u>		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	658,572	560,385
<u>NET ASSETS</u>		
Unrestricted	\$ 5,122,402	\$ 4,644,616
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	5,122,402	4,644,616
TOTAL LIABILITIES AND NET ASSETS	5,780,974	5,205,001

New Visions Charter High School for the Humanities II
Statement of Activities
as of June 30

	2019			2018
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 7,174,689	\$ -	\$ 7,174,689	\$ 7,025,909
State and Local Per Pupil Revenue - SPED	1,212,976	-	1,212,976	1,370,782
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	481,722	-	481,722	469,626
State and City Grants	243,328	-	243,328	201,030
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	9,112,715	-	9,112,715	9,067,347
EXPENSES				
Program Services				
Regular Education	\$ 5,687,164	\$ -	\$ 5,687,164	\$ 5,067,693
Special Education	2,184,823	-	2,184,823	1,972,612
Other Programs	-	-	-	-
Total Program Services	7,871,987	-	7,871,987	7,040,305
Management and general	818,547	-	818,547	796,830
Fundraising	-	-	-	-
TOTAL EXPENSES	8,690,534	-	8,690,534	7,837,135
SURPLUS / (DEFICIT) FROM OPERATIONS	422,181	-	422,181	1,230,212
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 28,262	\$ -	\$ 28,262	\$ 6,749
Contributions and Grants	27,343	-	27,343	25,129
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	55,605	-	55,605	31,878
Net Assets Released from Restrictions / Loss on Disposal of Assets	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	477,786	-	477,786	1,262,090
NET ASSETS - BEGINNING OF YEAR	\$ 4,644,616	\$ -	\$ 4,644,616	\$ 3,382,526
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	\$ 5,122,402	\$ -	\$ 5,122,402	\$ 4,644,616

New Visions Charter High School for the Humanities II
Statement of Cash Flows

as of June 30

	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 477,786	\$ 1,262,090
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	8,757	30,547
Grants Receivable	129,728	(22,115)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(54,840)	(5,774)
Accounts Payable	16,779	(33,764)
Accrued Expenses	-	-
Accrued Liabilities	66,103	68,656
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	13,795	(39,297)
Interest payments	-	-
Other	-	-
Other	1,510	24,962
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 659,618	\$ 1,285,305
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(25,024)	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (25,024)	\$ -
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 634,594	\$ 1,285,305
Cash at beginning of year	4,732,467	3,447,162
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 5,367,061	\$ 4,732,467

**New Visions Charter High School for the Humanities II
Statement of Functional Expenses
as of June 30**

		2019							2018	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	19.00	907,863	209,025	-	1,116,888	-	544,293	544,293	1,661,181	1,410,212
Instructional Personnel	48.00	2,343,583	1,194,965	-	3,538,548	-	-	-	3,538,548	3,364,687
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	67.00	3,251,446	1,403,990	-	4,655,436	-	544,293	544,293	5,199,729	4,774,899
Fringe Benefits & Payroll Taxes		552,772	249,111	-	801,883		109,360	109,360	911,243	828,473
Retirement		185,376	80,046	-	265,422		31,032	31,032	296,454	218,721
Management Company Fees		545,222	145,547	-	690,769		38,248	38,248	729,017	725,388
Legal Service		10,867	2,901	-	13,768		762	762	14,530	4,230
Accounting / Audit Services		-	-	-	-		20,756	20,756	20,756	23,269
Other Purchased / Professional / Consulting Services		256,493	67,598	-	324,091		31,793	31,793	355,884	290,016
Building and Land Rent / Lease		-	-	-	-		-	-	-	-
Repairs & Maintenance		5,429	1,404	-	6,833		435	435	7,268	9,699
Insurance		38,126	10,178	-	48,304		2,675	2,675	50,979	50,595
Utilities		36,273	9,911	-	46,184		5,296	5,296	51,480	51,466
Supplies / Materials		58,028	19,388	-	77,416		-	-	77,416	84,804
Equipment / Furnishings		15,093	4,040	-	19,133		3,246	3,246	22,379	22,166
Staff Development		29,348	30,351	-	59,699		11,480	11,480	71,179	55,840
Marketing / Recruitment		8,948	1,968	-	10,916		204	204	11,120	7,163
Technology		169,691	39,696	-	209,387		5,605	5,605	214,992	194,382
Food Service		76,417	17,939	-	94,356		3,863	3,863	98,219	73,730
Student Services		326,096	70,661	-	396,757		-	-	396,757	268,346
Office Expense		113,124	27,899	-	141,023		8,788	8,788	149,811	117,931
Depreciation		6,550	1,748	-	8,298		459	459	8,757	30,547
OTHER		1,865	447	-	2,312		252	252	2,564	5,470
Total Expenses		\$ 5,687,164	\$ 2,184,823	\$ -	\$ 7,871,987	\$ -	\$ 818,547	\$ 818,547	\$ 8,690,534	\$ 7,837,135



Entry 5c Additional Financial Docs

Last updated: 10/31/2019

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

Section Heading

1. Management Letter

https://nysed_cso_reports.fluidreview.com/resp/119051369/8mMlunnVv3/

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

2. Form 990

https://nysed_cso_reports.fluidreview.com/resp/119051369/FINDqRIBTE/

Explanation for not uploading the Form 990. Extension granted.

3. Federal Single Audit

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

(No response)

Explanation for not uploading the Federal Single Audit. Not required in FY2019 audit.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. No CSP grant in FY2019.

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.cso.reports.fluidreview.com/resp/119051369/pN6H0Nalce/>

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

6. Corrective Action Plan

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

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

(No response)

Explanation for not uploading the Corrective Action Plan. N/A



Entry 5d Financial Services Contact Information

Last updated: 10/31/2019

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

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IISection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Cynthia Rietsche		

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Marc Taub			7

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

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

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.

New Visions Charter High School for Humanities II

PROJECTED BUDGET FOR 2019-2020								Assumptions
July 1, 2019 to June 30, 2020								DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
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	8,334,600	1,493,233	-	-	-	9,827,833		
Total Expenses	5,816,027	2,606,460	-	-	1,129,102	9,551,590		
Net Income	2,518,573	(1,113,227)	-	-	(1,129,102)	276,243		
Actual Student Enrollment	488	99				-		
Total Paid Student Enrollment	488	99				488	Adjusted formula. Total number of students is 488	
PROGRAM 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	\$16,150.00	7,879,591	1,397,647	-	-	-	9,277,238	
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		7,879,591	1,397,647	-	-	-	9,277,238	
Special Education Revenue		-	-	-	-	-	-	
Grants								
Stimulus		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other State Revenue		94,141	-	-	-	-	94,141	
TOTAL REVENUE FROM STATE SOURCES		7,973,732	1,397,647	-	-	-	9,371,379	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	95,586	-	-	-	95,586	
Title I		302,333	-	-	-	-	302,333	
Title Funding - Other		20,000	-	-	-	-	20,000	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		322,333	95,586	-	-	-	417,919	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		38,535	-	-	-	-	38,535	
Other Local Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		38,535	-	-	-	-	38,535	
TOTAL REVENUE		8,334,600	1,493,233	-	-	-	9,827,833	
								List exact titles and staff FTE's (Full time equivalent)
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
	No. of Positions							
Executive Management -	1.00	87,022	32,715	-	39,913	159,650	Principal	
Instructional Management -	8.00	707,188	182,265	-	-	889,453	Assistant Principal (4), Department Head (3), Associate Director	
Deans, Directors & Coordinators-	5.00	185,972	47,931	-	-	233,903	Dean (4), Recruitment	
CFO / Director of Finance-	-	-	-	-	-	-		
Operation / Business Manager -	4.00	-	-	-	323,113	323,113	Manager (3), Deputy	
Administrative Staff	6.00	-	-	-	302,000	302,000	Assistant, Associate (2), Specialist	
TOTAL ADMINISTRATIVE STAFF	24	980,182	262,911	-	665,026	1,908,119		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	22.00	1,353,702	242,530	-	-	1,596,232		
Teachers - SPED-	10.00	-	738,538	-	-	738,538		
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	-	-	-	-	-	-		
Specialty Teachers -	11.00	658,628	118,000	-	-	776,629	Art, ENL (3), ESL, Health, PE (2), Language (2), Theatre	
Aides	-	-	-	-	-	-		

New Visions Charter High School for Humanities II

PROJECTED BUDGET FOR 2019-2020								Assumptions
July 1, 2019 to June 30, 2020								DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
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		8,334,600	1,493,233	-	-	-	9,827,833	
Total Expenses		5,816,027	2,606,460	-	-	1,129,102	9,551,590	
Net Income		2,518,573	(1,113,227)	-	-	(1,129,102)	276,243	
Actual Student Enrollment		488	99				-	
Total Paid Student Enrollment		488	99				488	Adjusted formula. Total number of students is 488
PROGRAM SERVICES								
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	7.00	418,165	107,774.59	-	-	-	525,940	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	50	2,430,495	1,206,843	-	-	-	3,637,339	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	1.00	68,249	12,228	-	-	-	80,477	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1	68,249	12,228	-	-	-	80,477	
SUBTOTAL PERSONNEL SERVICE COSTS	75	3,478,927	1,481,982	-	-	665,026	5,625,935	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		286,797	138,045	-	-	56,951	481,793	
Fringe / Employee Benefits		475,263	228,759	-	-	94,376	798,399	
Retirement / Pension		221,244	106,492	-	-	43,934	371,669	
TOTAL PAYROLL TAXES AND BENEFITS		983,304	473,295	-	-	195,262	1,651,861	
TOTAL PERSONNEL SERVICE COSTS		4,462,231	1,955,277	-	-	860,287	7,277,796	
CONTRACTED SERVICES								
Accounting / Audit		14,695	7,073	-	-	2,918	24,686	
Legal		2,976	1,433	-	-	591	5,000	
Management Company Fee		463,534	223,114	-	-	92,047	778,695	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		13,706	6,597	-	-	2,722	23,025	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		146,943	70,728	-	-	29,179	246,850	
TOTAL CONTRACTED SERVICES		641,854	308,945	-	-	127,458	1,078,256	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		29,037	13,976	-	-	5,766	48,779	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		21,777	10,482	-	-	4,324	36,583	
Supplies & Materials other		56,551	27,220	-	-	11,230	95,000	
Equipment / Furniture		24,406	11,747	-	-	4,846	41,000	
Telephone		17,858	8,596	-	-	3,546	30,000	
Technology		64,171	30,888	-	-	12,743	107,802	
Student Testing & Assessment		13,066	6,289	-	-	2,595	21,950	
Field Trips		-	-	-	-	-	-	
Transportation (student)		71,432	34,383	-	-	14,185	120,000	
Student Services - other		83,743	40,308	-	-	16,629	140,681	
Office Expense		16,188	7,792	-	-	3,215	27,194	
Staff Development		34,451	16,582	-	-	6,841	57,875	
Staff Recruitment		595	287	-	-	118	1,000	
Student Recruitment / Marketing		10,715	5,157	-	-	2,128	18,000	
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		893	430	-	-	177	1,500	
Fundraising		-	-	-	-	-	-	
Other		77,187	37,153	-	-	15,328	129,667	
TOTAL SCHOOL OPERATIONS		522,071	251,289	-	-	103,671	877,031	
FACILITY OPERATION & MAINTENANCE								
Insurance		31,256	15,044	-	-	6,207	52,507	

New Visions Charter High School for Humanities II

PROJECTED BUDGET FOR 2019-2020							Assumptions
July 1, 2019 to June 30, 2020							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
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	8,334,600	1,493,233	-	-	-	9,827,833	
Total Expenses	5,816,027	2,606,460	-	-	1,129,102	9,551,590	
Net Income	2,518,573	(1,113,227)	-	-	(1,129,102)	276,243	
Actual Student Enrollment	488	99				-	
Total Paid Student Enrollment	488	99				488	Adjusted formula. Total number of students is 488
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease	1,786	860	-	-	355	3,000	
Repairs & Maintenance	105,363	50,714	-	-	20,923	177,000	
Equipment / Furniture	17,858	8,596	-	-	3,546	30,000	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	156,263	75,214	-	-	31,030	262,507	
DEPRECIATION & AMORTIZATION	33,608	15,735	-	-	6,656	56,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,816,027	2,606,460	-	-	1,129,102	9,551,590	
NET INCOME	2,518,573	(1,113,227)	-	-	(1,129,102)	276,243	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	488	99	488				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	488	99	488				
REVENUE PER PUPIL	17,079	15,083	-				
EXPENSES PER PUPIL	11,918	26,328	-				

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

Trustee Name:

Peter Contillo

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

New Visions Charter HS for the Humanities II

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 ☒ No

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

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

☐ Yes ☒ No


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

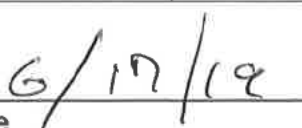
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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

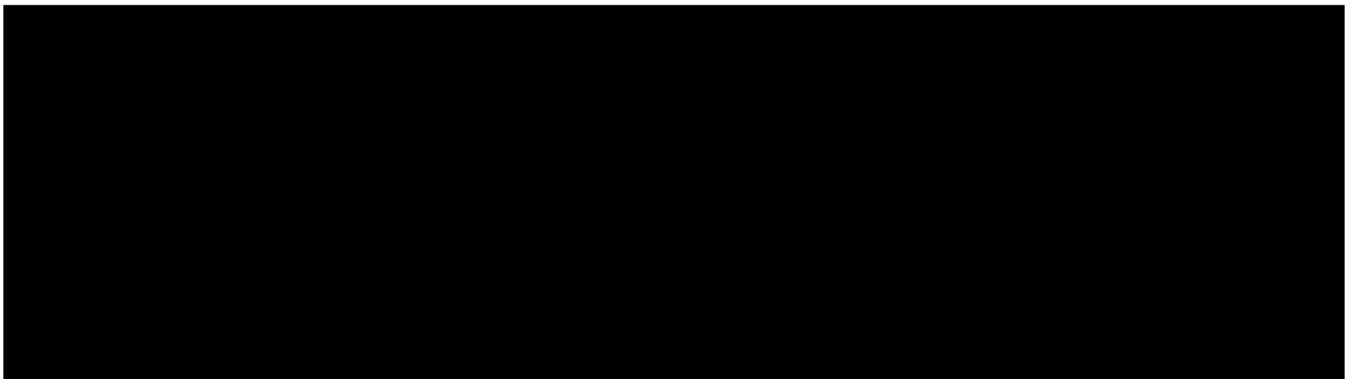
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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


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.



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

Trustee Name:

NANCY GROSSMAN

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

NEW VISIONS CHARTER HS FOR THE HUMANITIES II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

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

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

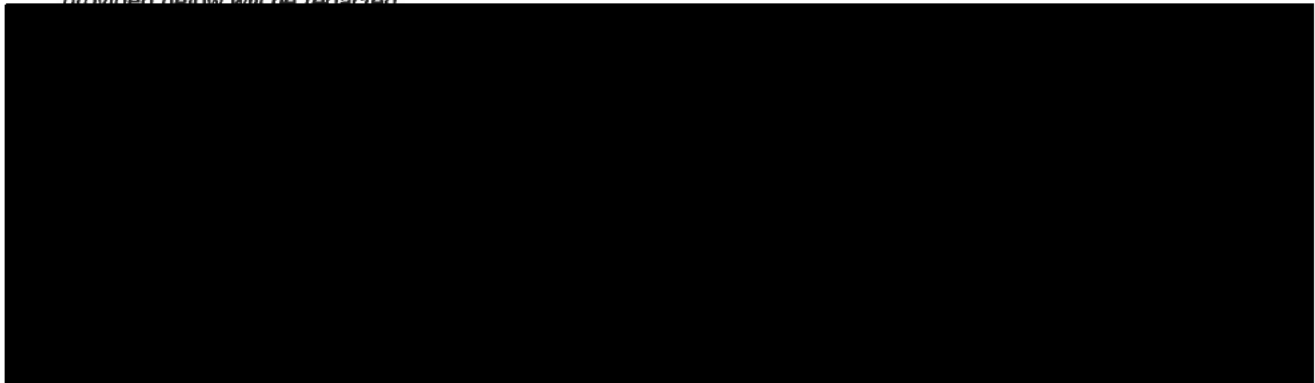
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

Nancy Grossman
Signature

June 17, 2019
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.



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

Trustee Name:

Dr. Deborah D. Jenkins

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

New Vision's Charter HS-AUM II

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 ☒ No

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

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

Yes ☒ No

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

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

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

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

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

Signature

Date

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.

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

Trustee Name:

Fredrick J. Levy

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

New Visions Charter High School for the Humanities II

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 ☒ No

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

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

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

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

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

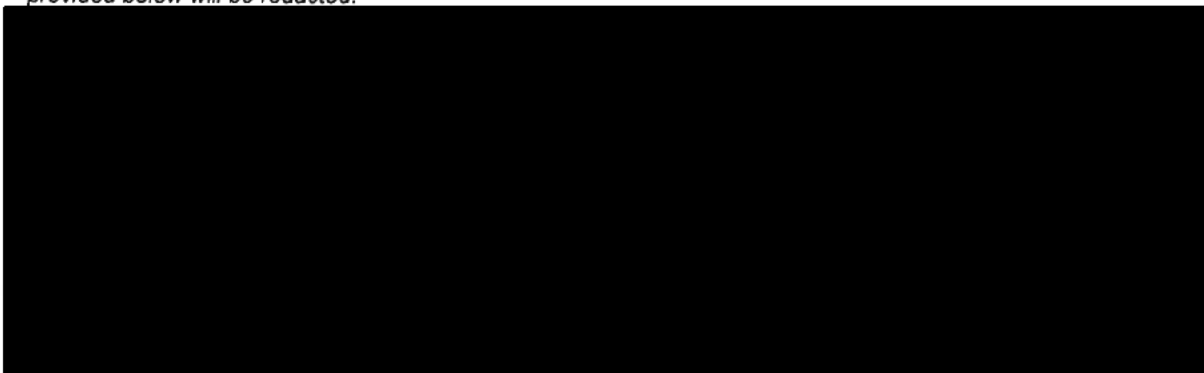
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

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.



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

Trustee Name:

Carol Lili Lynton

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

New Vision Charter HS for the Humanities II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
☐ Yes ☒ No

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

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

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

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

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

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

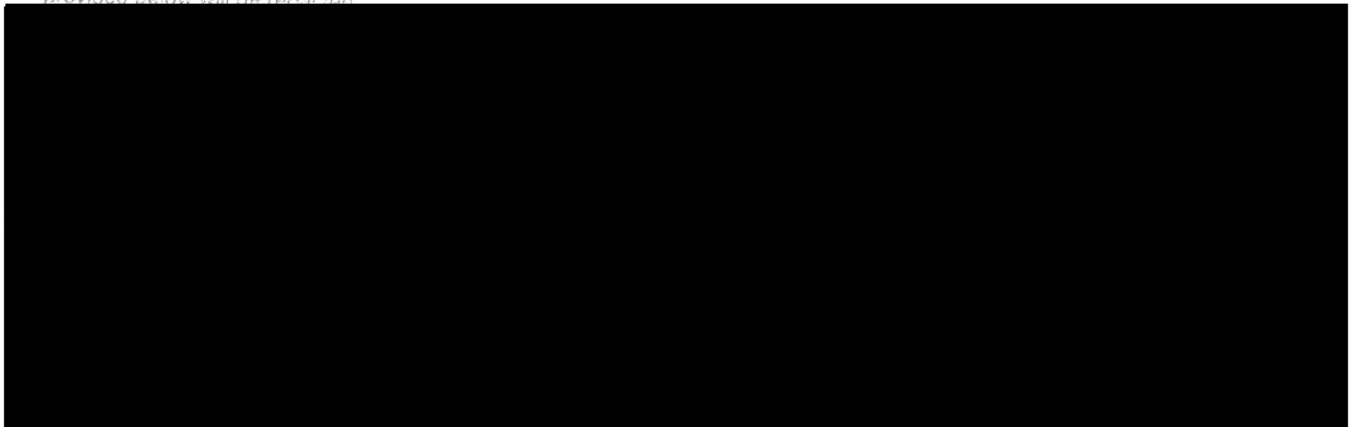
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

Carol Lytle
Signature

7/13/19
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.



<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Marsha Milan-Bethel

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

New Visions Charter High School for the Humanities II

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 ___ ☒ No

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

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

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

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

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

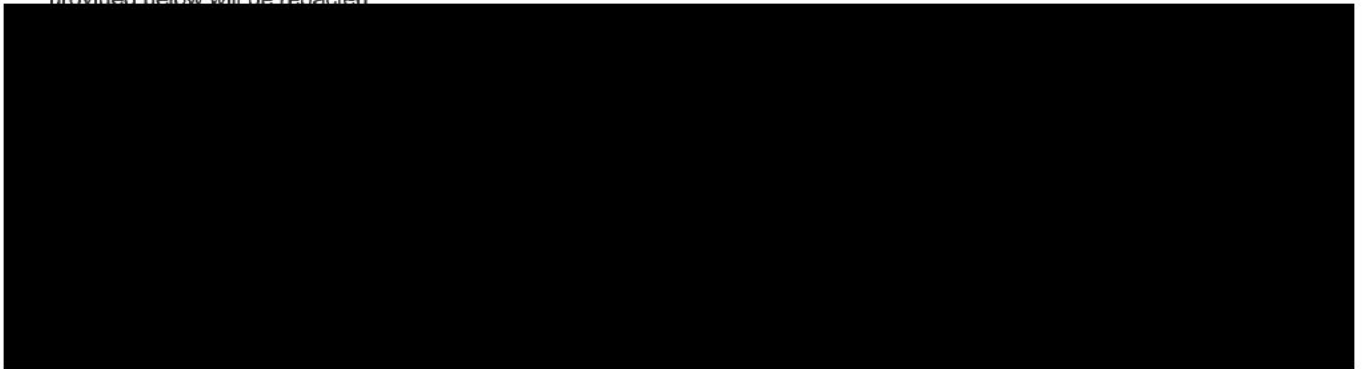
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

Michael Beale
Signature

7/14/15
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.



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

Trustee Name:

Michael O. Nathan

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

New Visions Charter HS for the Humanities II

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 ☒ No

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

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

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

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

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

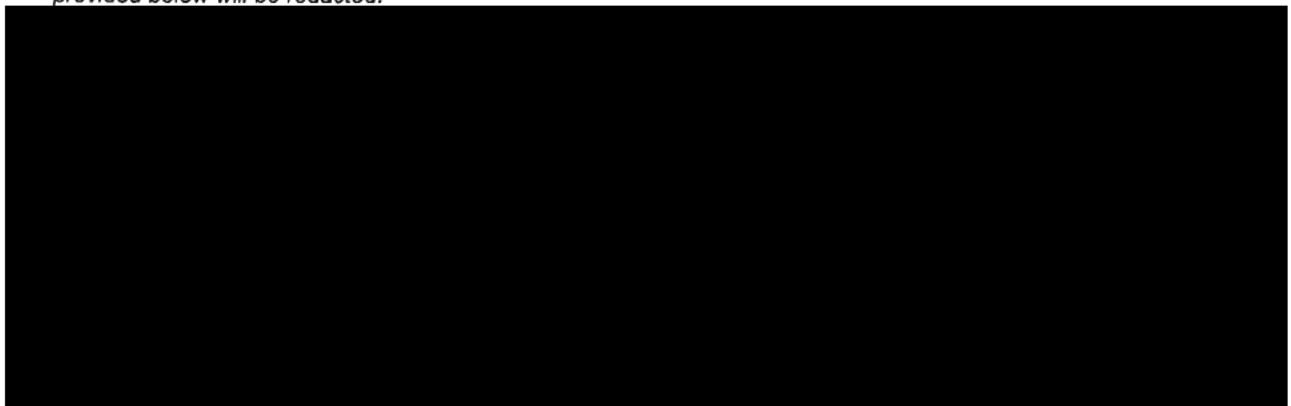
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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


Signature

6/17/19
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.



<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Musa Ali Shama

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

New Visions Charter High School for the Humanities II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes ☒ No

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

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

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. Position: Superintendent of Charter Schools
 Responsibilities included support and supervision of New Visions Charter School principals.

Started: August 15, 2017 Salary: 200K

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

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

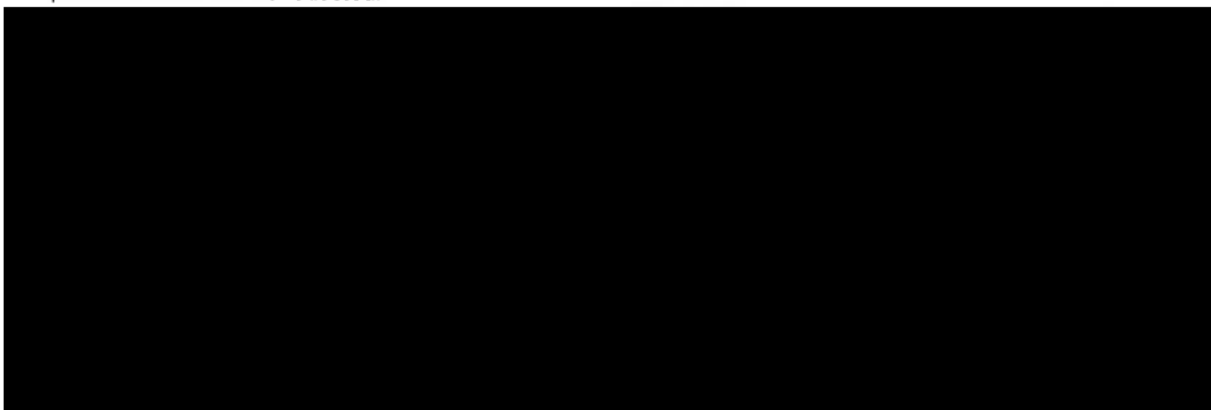
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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


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.



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

Trustee Name:

Selina Urbina

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

New Visions Charter High School for the Humanities II

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 ☒ No

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

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

☐ Yes ☒ No

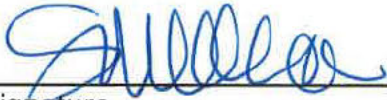
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

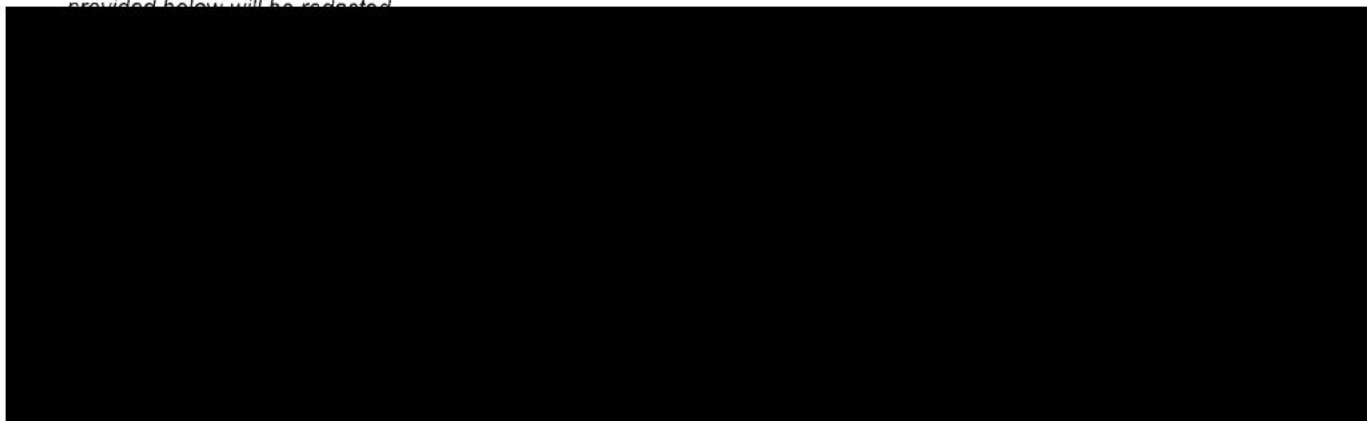
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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


Signature

7/15/2019
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.



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

Trustee Name: Edna R. Vega

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

New Visions Charter High School for the Humanities II

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
2. Is the trustee an employee of any school operated by the Education Corporation?
☐ Yes ☒ No

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

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

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

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

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

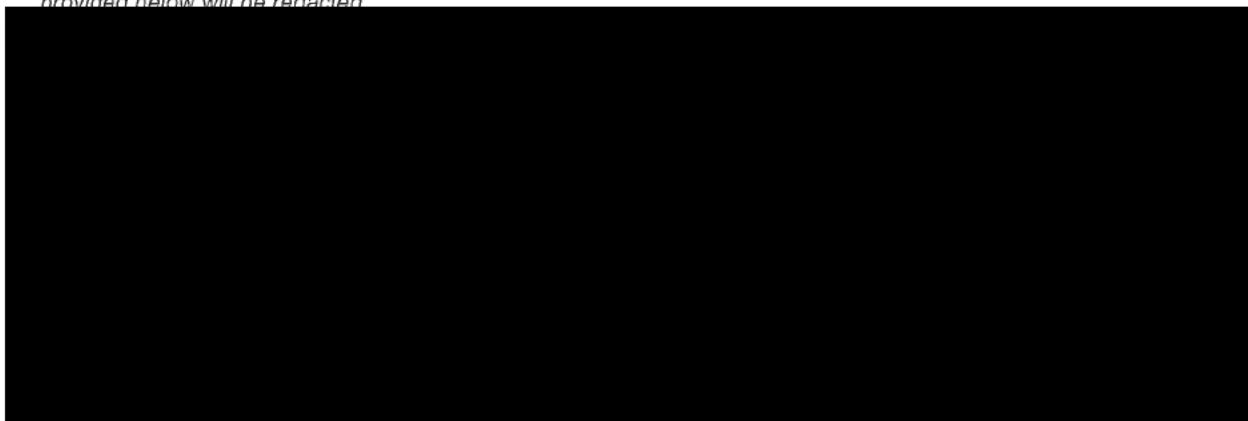
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Edna R. Ulen
Signature

7/15/19
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.



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

Trustee Name:

JINDRICH ZITEK

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

New Visions Charter High School for The Humanities II

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 ☒ No

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

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

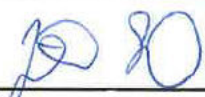
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

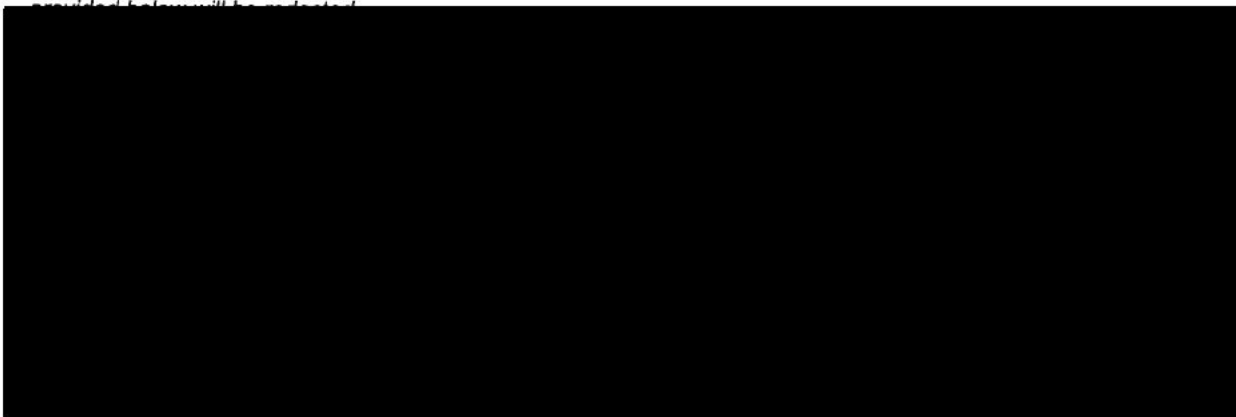
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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


Signature

6/17/2019
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.





Entry 8 BOT Table

Created: 07/19/2019 • Last updated: 07/29/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Peter Cantillo [REDACTED]	Trustee/Member	N/A	Yes	1	02/22/2016	12/31/2019	12
2	Nancy Grossman [REDACTED]	Chair	N/A	Yes	3	01/01/2018	12/31/2020	12
3	Deborah Jenkins [REDACTED]	Trustee/Member	N/A	Yes	1	04/04/2018	12/31/2021	8
4	Fredrick Levy [REDACTED]	Trustee/Member	N/A	Yes	1	12/19/2016	12/31/2019	10
5	Carol "Lili" Lynton [REDACTED]	Trustee/Member	N/A	Yes	1	02/22/2016	12/31/2019	10
	Marsha Milan Bethel	Trustee/M				10/01/20	12/31/20	

6		ember	N/A	Yes	1	18	21	5 or less
7	Michael Nathan	Trustee/Member	N/A	Yes	1	04/24/2017	12/31/2020	12
8	Musa Ali Shama	Secretary	N/A	Yes	1	04/04/2018	12/31/2021	11
9	Selina Urbina	Trustee/Member	N/A	Yes	2	01/01/2019	12/31/2021	10

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Edna Vega [REDACTED]	Trustee/Member	N/A	Yes	3	01/01/2018	12/31/2020	8
11	Jindra Zitek [REDACTED]	Trustee/Member	N/A	Yes	2	01/01/2019	12/31/2021	11
12								
13								
14								
15								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	11
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, Resolution or Minutes	11

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/16/2019

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES II

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on 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://www.newvisions.org/pages/ams ii hum ii board of trustees calendar](https://www.newvisions.org/pages/ams%20ii%20hum%20ii%20board%20of%20trustees%20calendar)



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/18/2019

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.

NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IISection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	<p>HUM II conducted extensive outreach to Community School District (CSD) 7 and the surrounding districts to inform families and community members about the school. Our recruitment process began in September by making the application available for families to apply. This allowed us extensive time to build relationships with the interested families prior to the lottery in April. Our comprehensive recruitment plan included: participating in the citywide and borough wide high school fairs hosted by the Department of Education (September, October & March), conducting middle school outreach, direct mailing campaigns to over 19,000 eighth graders residing in the Bronx, bus shelter advertisements, hosting of open houses and participation in local community events, such as fairs and presentations at local networks of community based organizations and social service networks.</p> <p>HUM II has built relationships with feeder middle schools throughout CSD 7 and the surrounding districts to ensure that parent coordinators and/or school counselors have our information and application to share with their eighth grade families. This past fall HUM II staff visited all CSD 7, 8, 9 and 11</p>	<p>To meet recruitment targets in the following school year, HUM II will continue to execute effective recruitment strategies from the previous recruitment season. This will include continued participation in the citywide and borough wide high school fairs hosted by the Department of Education (September, October & March), conducting middle school outreach, direct mailing campaigns to eighth graders residing in the Bronx, local advertisements, hosting of open houses and participation in local community events, such as fairs and presentations at local networks of community based organizations and social service networks.</p> <p>Additionally, HUM II has found that open</p>

middle schools, as well as key middle schools in CSD 4 and 12. HUM II also dropped off application and open house flyers at the Hunts Points Library, Highbridge Library, Betances Community Center, and The Point. For the first time this year, HUM II invited principals and school representatives from all middle schools in CSD 7 to attend Breakfast with the Principal to learn more about HUM II.

HUM II also hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested. These are held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page www.newvisions.org/HUMII, which is hosted on the main network site.

houses are an effective strategy for families to learn more about the school and what we have to offer, to that end, HUM II will continue to hold various open house dates with access to bilingual staff for those families seeking information in other languages. These are typically held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page www.newvisions.org/HUMII which is hosted on the main network site.

In addition to the recruitment strategies outlined above, HUM II conducted targeted outreach to middle schools with high numbers of ELL/MLL students. HUM II also benefits from New Visions' extensive database of over 600 partner organizations that support families throughout the Bronx and New York City, including organizations that provide social services to high need families such as those in the foster care and shelter systems. We connect with them via mailings and emails to promote HUM II's application and recruitment process. Additionally, New Visions promotes the network through printed (AmNY charter school guide) and digital advertisements (Facebook/Instagram) to drive families to the website and our application, which is available in dozens of languages via the Google Translate plug in.

HUM II continued to use the brochure Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 Plans which outlines support services in place for students. This brochure outlines the New

In addition to the strategies outlined above, HUM II will continue to connect with key middle schools in the district and surrounding districts, especially with those who have a high ELL population. We will continue to connect with key staff at middle schools who typically help parents make high school

English Language Learners/Multilingual Learners

Visions network guiding principles for supporting our students by putting in place services such as bilingual electives, integrated co teaching model (ICT) and special education teacher support services (SETSS). This brochure has been translated into Spanish, French, and Haitian Creole to facilitate accessibility for families. HUM II found the brochure particularly useful during outreach events such as citywide and borough high school fairs as it promoted conversation between school staff and prospective families of high need students.

Families had the option of applying using the NYC Charter Center's Common Application, which is a paid service to ensure that families who might not speak English or Spanish have access to our application. This common application is available in Spanish, French, Haitian Creole, Russian, Urdu, Arabic, Bengali, Korean, Chinese, and English. The NYC Charter Center's Common Application is accessible via the NYC DOE's website and the NYC Charter Center Website <http://www.nyccharterschools.org/>. Further, the application was made available at the school and community outreach events and interested families were able to apply directly at the school or call the New Visions main network office to apply over the phone.

Beginning in school year 2018 19, in an effort to increase the number of MLL students enrolled and develop rigorous post secondary success pathways, HUM II added a New York State Seal of Biliteracy program in Spanish, providing students an opportunity to pursue advanced language proficiency in two languages.

choices. Additionally we will continue to translate outreach materials to Spanish. Most importantly, our application will again be available in nine languages (English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese) through the NYC Charter Center's Common Application to ensure that non English speaking families have access to apply to our school.

During the 2019 20 school year we plan to continue to utilize strategies used previously and expand our Seal of Biliteracy program. In addition, we are starting a bilingual program in Spanish that we think over time will attract additional ELLs to our school.

Further, our webpage will continue to be available in dozens of languages through the Google translate plug in.

Students with Disabilities

In addition to the recruitment strategies outlined above, we conducted targeted outreach to middle schools with high numbers of students with disabilities and key organizations that support students with disabilities like INCLUDEnyc.

As mentioned above, HUM II continued to use the brochure Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 Plans which outlines

In addition to the strategies mentioned above, HUM II will continue to use New Visions' family friendly and accessible brochure regarding support services in place for HUM II students: Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 plans. HUM II will continue to encourage special education teachers to attend outreach events to help explain our model for supporting students

support services in place for students. HUM II found the brochure particularly useful during outreach events such as citywide and borough high school fairs as it promoted conversation between school staff and prospective families of high need students.

with disabilities to families. This will allow for families to make informed decisions when applying to HUM II and feel supported throughout the application process.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>We are committed to attracting and retaining at risk students including economically disadvantaged, English Language Learners and students with disabilities by offering a high quality educational program; hiring and training highly qualified teachers, and communicating regularly with families. HUM II employs multiple strategies and designs specific programmatic elements to ensure the success of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically.</p> <p>We utilize the Response to Intervention (RtI) framework which is a multi tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research based interventions needed to accelerate student literacy gains. We utilize the Wilson Language intervention program, Wilson Just Words, and small reading group instruction using Read 180 to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student need, including general education students, students with disabilities, ELLs, and economically disadvantaged students.</p>	<p>During the 2019 20 school year we plan to continue to utilize strategies used previously. In addition, we plan to put students and families that are eligible for FRPL in contact with services (e.g., mental health, employment, social services) within and outside the school that can serve as valuable resources to meet their needs.</p>
	<p>As a commitment to retaining ELLs/MLLs we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students.</p> <p>We provide ELLs with opportunities and academic supports to meet the same educational goals as our general student</p>	

<p>English Language Learners/Multilingual Learners</p>	<p>population. School leaders are attentive to programming and assessment for these students by appropriately leveling ESL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). English Language Learners benefit from network based support in instruction, compliance and advocating for family involvement, which is not always the case at the high school level.</p> <p>HUM II has three ENL teachers and an AP that supports ELL/MLL students. Our ENL department reviews academic progress and NYSESLAT results to make adjustments to the supports for ELLs/MLLs, which may include professional development in scaffolding content for ELLs/MLLs. This past year the department's main professional learning focused on developing a system to progress monitor ELL/MLL students' writing, as well as conduct inquiry on their instructional practices to improve writing outcomes.</p> <p>Further, we added programmatic opportunities for students to earn the seal of biliteracy this year, which three students graduating with this prestigious designation.</p>	<p>During the 2019 20 school year we plan to continue to utilize strategies used previously and expand our Seal of Biliteracy program. In addition, we are starting a bilingual program in Spanish that we believe will attract additional ELLs to our school.</p>
<p>Student</p>	<p>As a commitment to retaining students with disabilities, at the time of enrollment, our staff meet with the family of any student with a disability to review the student's IEP and to make sure that a family understands the supports that the school provides.</p> <p>HUM II uses an integrated co teaching (ICT) model to provide targeted supports for students with disabilities in all core content areas (ELA, math, science, and social studies). We ensure that all students have access to our curriculum through proper implementation of students' special education accommodations and modifications and through utilizing a myriad of differentiation strategies and invoking the principles of universal design.</p> <p>HUM II has a special education coordinator and employs certified special education teachers to coordinate special education</p>	<p>During the 2019 20 school year we plan to continue to utilize strategies used previously. In addition, throughout the next year we plan to focus on highlighting students that have benefited greatly from our literacy and math intervention instruction. This will be an effort to showcase a multitude of students from different backgrounds grounded in their success at HUM II.</p> <p>Further, we plan to: continue to set up meetings between our newly registered SWDs and our special education to staff to review all necessary supports and services;</p>

s with
Disabilit
ies

services and to provide special education support services. Each trimester, the HUM II SPED coordinator hosts Lunch and Learn professional development sessions for teachers. Our coordinator maintains an “open door” policy so teachers may come in and get answers/guidance on specific problems and interventions, and she periodically observes students in classes to provide teachers with observation notes and possible strategies. Additionally, to continue to support students with IEPs, HUM II provides Wilson Literacy Intervention classes.

In addition, our coordinator of special education reviews students' academic progress at each progress report period and makes adjustments to the supports provided to general education teachers. Adjustments may include professional development in appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities.

provide new and existing SWDs and their families with information regarding the counseling services available at HUM II including individual and group counseling opportunities; ensure that the families of our SWDs understand the academic supports offered at HUM II including after school study hall, after school Regents prep and Saturday Academy; partner HUM II SWDs with mentor teachers who are certified in students with disabilities and introduce their families to these teacher/mentor advocates; and conduct special needs information sessions for families and SWDs to help them better understand the supports that HUM II provides.



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/23/2019 • Last updated: 08/26/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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 Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	41	11	9	1	40

2. Administrator Position Attrition Table

	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
	5	0	0	2	7

3. Tell your school's story

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

Over the past three years the school has had 3 principals in 3 years and the expectations of the school changed. There were multiple teachers who departed this year due to the multiple leadership transitions.

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

Created: 07/16/2019 • Last updated: 08/26/2019

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 applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	13
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	8
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	5
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	0

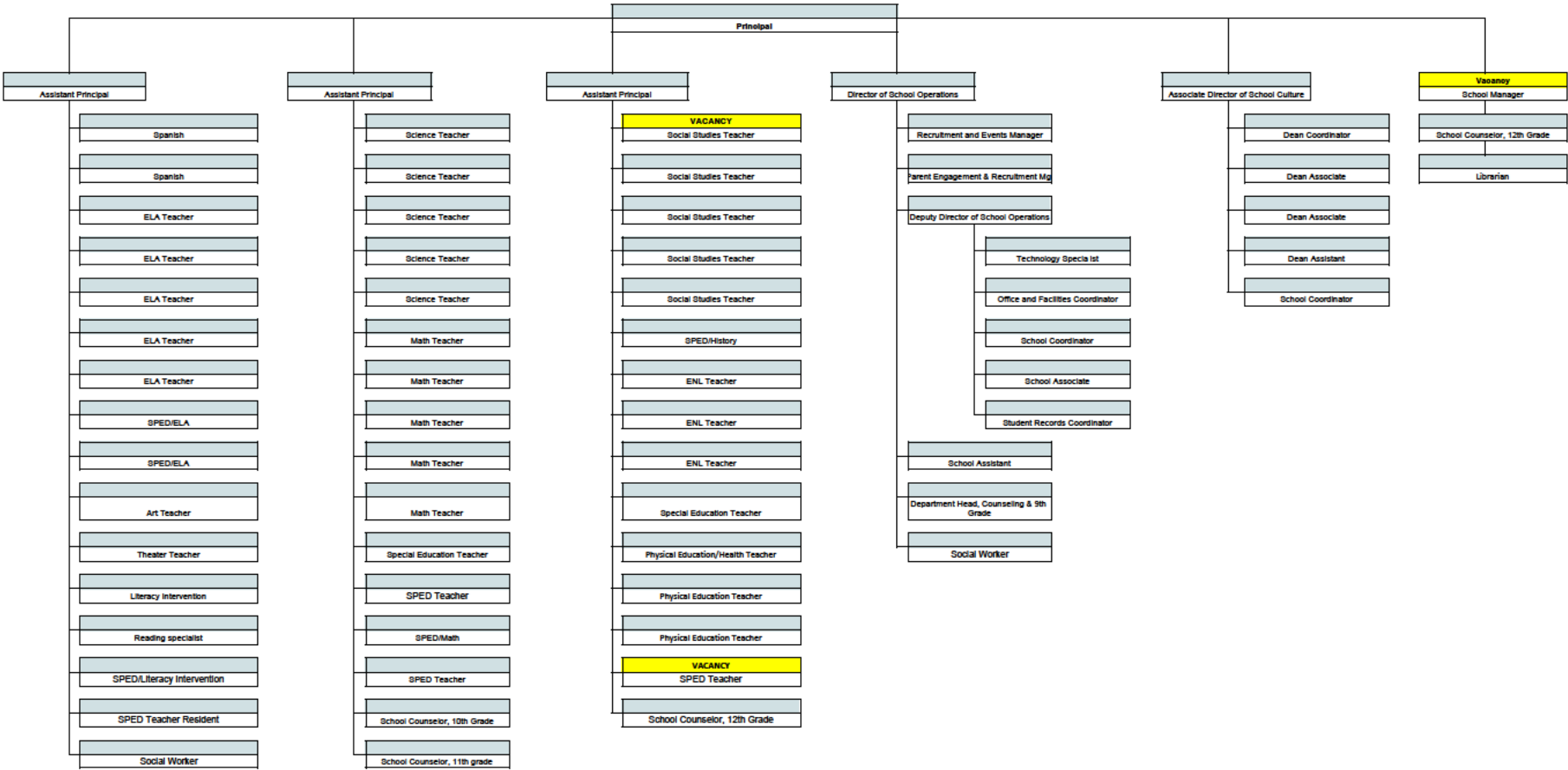
FTE Count of All Uncertified Teachers as of 6/30/19 13

FTE Count of All Certified Teachers as of 6/30/19 27

Thank you.

New Visions Charter High School for the Humanities II (HUM II)
Organization Chart SY18-19

Vacancy



New Visions Charter High Schools

2019-2020 School Calendar - Trimesters

School Start Date

Thursday, September 5th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 184 days)

September – June:

- 167 instructional/attendance days
- 13 Regents days (including rating days)
- 4 professional development days (September 4th, November 5th, January 27th, June 4th)
- Last day of school is June 26th

Trimester Instructional Days

- Trimester 1: 54 instructional days
- Trimester 2: 56 instructional days
- Trimester 3: 57 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 16, 2019

Spring PSAT/SAT: March 4, 2020

NYSITELL: August – September 30, 2019

Fall Performance Series Reading: July 16, 2019 – November 27, 2019

Winter Performance Series Reading (optional): December 2, 2019 – February 28, 2020

Spring Performance Series Reading: March 1, 2020 – May 29, 2020

NYSESLAT Speaking: April 13, 2020 – May 15, 2020 / NYSESLAT LRW: May 4, 2020 – May 15, 2020

Fall On-Demand Writing: August 19, 2019 – October 4, 2019 / Spring On-Demand Writing: March 16, 2020 – April 3, 2020

AP Exams: May 4, 2020 – May 15, 2020

Spring Mock Regents: March 16, 2020 – May 8, 2020

STAR Math Fall (AIMs only): July 16, 2019 – November 27, 2019 / STAR Math Spring (AIMs only): March 1, 2020 – May 29, 2020

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

July 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Holiday	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

August 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12 New Teacher Report Date: ALL SCHOOLS	13 Regents Exams	14 Regents Exams	15 Regents Scoring New Staff Onboarding	16 Regents Scoring New Staff Onboarding	17
18	19 Returning Teacher Report Date: ALL SCHOOLS	20	21	22	23	24
25	26	27	28	29	30	31

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

September 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day – No School	3 No School for Students	4 No School for Students Professional Development Day	5 First Day of School	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 Rosh Hashanah – No School					

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

October 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Rosh Hashanah – No School	2 BEDS Day	3	4	5
			18	19	20	
6	7	8	9 Yom Kippur – No School	10	11	12
	21	22		23	24	
13	14 Columbus Day – No School	15	16 Progress Reports (T1)	17	18	19
		25	26	27	28	
20	21	22	23	24	25	26
	29	30	31	32	33	
27	28	29	30	31		
	34	35	36	37		

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). **Note:** NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

November 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					38	
3	4	5 Election Day – No School for Students Professional Development Day 39	6	7	8	9
			40	41	42	
10	11 Veteran's Day – No School	12	13	14	15	16
		43	44	45	46	
17	18	19	20	21	22	23
		47	48	49	50	51
24	25	26	27 End of Trimester #1	28 Thanksgiving – No School	29 Thanksgiving – No School	30
		52	53	54		

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

December 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Beginning of Trimester #2	3	4	5	6	7
	1	2	3	4	5	
8	9	10	11 Report Cards (T1)	12	13	14
	6	7	8	9	10	
15	16	17	18	19	20	21
	11	12	13	14	15	
22	23 Winter Break No School	24 Winter Break No School	25 Winter Break No School	26 Winter Break No School	27 Winter Break No School	28
29	30 Winter Break No School	31 Winter Break No School				

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

January 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Winter Break No School	2	3	4
				16	17	
5	6	7	8	9	10	11
	18	19	20	21	22	
12	13	14	15	16 Progress Reports (T2)	17	18
	23	24	25	26	27	
19	20 Martin Luther King Jr. Day – No School	21 Regents - TBD	22 Regents - TBD	23 Regents - TBD	24 Regents Rating Day	25
26	27 No School for Students Regents Scoring (if needed) Professional Development Day	28	29	30	31	
		28	29	30	31	

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

February 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
	32	33	34	35	36	
9	10	11	12	13	14	15
	37	38	39	40	41	
16	17	18	19	20	21	22
	President's Day – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	Mid-Winter Break – No School	
23	24	25	26	27	28	29
	42	43	44	45	46	

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

March 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
		47	48	49	50	51
8	9	10	11	12	13 End of Trimester #2	14
	52	53	54	55	56	
15	16 Beginning of Trimester #3	17	18	19	20	21
	1	2	3	4	5	
22	23	24	25 Report Cards (T2)	26	27	28
	6	7	8	9	10	
29	30	31				
	11	12				

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

April 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			13	14	15	
5	6	7	8	9 Spring Break – No School	10 Spring Break – No School	11
	16	17	18			
12	13 Spring Break – No School	14 Spring Break – No School	15 Spring Break – No School	16 Spring Break – No School	17 Spring Break – No School	18
19	20	21	22	23	24	25
	19	20	21	22	23	
26	27 Progress Reports (T3)	28	29	30		
	24	25	26	27		

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

May 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					28	
3	4	5	6	7	8	9
	29	30	31	32	33	
10	11	12	13	14	15	16
	34	35	36	37	38	
17	18	19	20	21	22	23
	39	40	41	42	43	
24	25	26	27	28	29	30
	Memorial Day – No School	44	45	46	47	

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

June 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2 Regents - TBD 48	3	4 No School for Students Professional Development Day 49	5 50	6
7	8	9	10	11	12	13
	51	52	53	54	55	
14	15	16	17 Regents - TBD	18 Regents - TBD	19 Regents - TBD	20
	56	57				
21	22 Regents - TBD	23 Regents - TBD	24 Regents - TBD	25 Regents - TBD	26 Regents Rating Day Last Day of School for Students Report Cards (T3)	27
28	29	30 Last Day of School for Teachers				

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.