

Application: Community Roots Charter School

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2021-2022 Annual Report

Summary

ID: 0000000031
Status: Annual Report Submission
Last submitted: Nov 1 2022 11:19 AM (EDT)

Entry 1 School Info and Cover Page

Completed - Jul 6 2022

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

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 school's 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, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

COMMUNITY ROOTS CHARTER SCHOOL 800000059312

a1. Popular School Name

Community Roots Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

d. DISTRICT / CSD OF LOCATION

CSD #13 - BROOKLYN

e. DATE OF INITIAL CHARTER

12/2005

f. DATE FIRST OPENED FOR INSTRUCTION

9/2006

c. School Unionized

Is your charter school unionized?

No

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

MISSION STATEMENT

MISSION STATEMENT

Philosophy

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

We believe that people learn best by doing things in meaningful and interesting contexts and that children need direct instruction in order to develop the skills necessary to be active participants in learning experiences.

Community Roots students receive direct instruction in all content areas and participate in literacy experiences (reading, writing, listening, and speaking) while being engaged in the study of their world through three in-depth social studies-based units each year.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. 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.

KDE 1	<p>Community Roots Six Core Values are:</p> <p>Work hard Work together Honor yourself and others Try new things Help each other Be reflective</p> <p>The core values provide the foundation of our culture and provide a common language for students and staff to discuss CRCS behavior expectations. Families are provided with a Family Handbook that details the core values and expectations associated with them. Teachers use the core values to model responsible community membership through their relationships with colleagues, students and community members.</p> <p>All CRCS teachers reference the CRCS core values in every day instruction. With CRCS' focus on project-based work and group work, students receive frequent opportunities to practice the core values in action. In addition, every fall the CRCS elementary school conducts a structured schoolwide series of units about each core value.</p> <p>Each core value is highlighted in a two-week unit that includes activities, read-alouds, and discussions. Each unit includes an opportunity for buddy classes to learn together (kindergarten is paired with 3rd grade, 1st with 4th, and 2nd with 5th). Our Core Values are also integrated into the work of our Vertical Teams.</p>
KDE 2	<p>CRCS Commitment to Diversity and Inclusion</p> <p>Since its founding in 2006, Community Roots Charter School (CRCS) has been committed to creating a learning environment which is diverse and inclusive. By offering students the opportunity to learn and grow side by side with peers from varied backgrounds and abilities, we believe that graduates will leave our school with a sense of community which transcends the traditional</p>

borders of race, culture and socioeconomic status, as well as an ability to challenge the misconceptions around gender and sexuality.

Using research and an understanding of our own community, we have developed a comprehensive approach to teaching students how people's experiences and interactions are shaped by their identity. Through a rich social studies focus and a social-emotional curriculum, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.

Community Roots is located in Fort Greene, Brooklyn. As a means of safeguarding the socioeconomic diversity of the school in a neighborhood with constantly shifting demographics and intense demand for quality elementary education, the school's admissions lottery was weighted to ensure that 40% of incoming Kindergartners are from the Ingersoll Houses, Walt Whitman Houses, and Farragut Houses, public housing directly surrounding the school building.

KDE 3

CRCS Anti-bias Approach

CRCS applies an anti-bias approach throughout our program to create and sustain an environment where a diverse student population can thrive. The anti-bias approach prioritizes issues of identity, discrimination, and social justice in our curriculum and our professional development. CRCS strives to be a space where all staff, students, and families feel supported, empowered and fully engaged.

"Anti-bias education incorporates the philosophy of multicultural education while expanding to include other forms of bias, stereotypes and misinformation. Anti-bias education not only addresses race and ethnicity but also includes gender, language, religion, sexual orientation, physical and mental abilities and economic class. Anti-bias education takes an active, problem

solving approach that is integrated into all aspects of an existing curriculum and a school's environment. An anti-bias curriculum promotes an understanding of social problems and provides students with strategies for improving social conditions." [The Anti-Defamation League]

By prioritizing issues of identity, discrimination and social justice in our curriculum and our professional development, the school strives to be a brave space

(a space that supports people to take risks)

for differences of all kinds, where all staff, students, and families feel supported, empowered and fully engaged.

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

History is seen as being made up of multiple perspectives

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

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

Students are supported in exploring their multidimensional

and developing identities

There is a shared language around inclusion and diversity

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

Different perspectives are shared and welcome

Our Anti-Bias Collective (ABC) provides a structure for addressing the aforementioned issues.

Additionally, our Coordinator of Equity Practices and Anti-Bias Education expands our capacity to implement our anti-bias approach. As part of CRCS leadership team, our Coordinator assesses and addresses differences in student performance across various sub groups, participates in audits of CRCS equity response, and helps maintain a link

	<p>between equity work and inclusive best practices by providing professional development for CRCS staff.</p> <p>CRCS is established as a leader in the field of anti-bias and social justice education. Members of the CRCS team, through Roots ConnectED, have delivered professional development training on our approach to anti-bias education and social justice for charter and district schools throughout New York State, and for schools in California and Louisiana. In addition, we have presented trainings for representatives from the New York City Department of Education.</p>
KDE 4	<p>Equity and CRCS' Restorative Approach to Discipline</p> <p>CRCS follows a restorative approach to discipline. This approach emphasizes building positive relationships among members of the community. These relationships are then used as the foundation of communication when conflict arises or harm has been done in the community.</p> <p>Restorative Practices provide structured opportunities for community members to communicate their feelings, while hearing from others who have been impacted by their actions. The result is a more thoughtful approach to unwanted behaviors within the school community while minimizing disciplinary actions that pull students out of the school day. We regularly evaluate culture and discipline procedures using discipline data, classroom observation, and feedback from students and teachers.</p>
KDE 5	<p>Social-Emotional Support</p> <p>CRCS is a safe environment where students can grow academically, socially, and emotionally. We work to maintain an inclusive learning environment that supports students' social and emotional</p>

	<p>growth through several strategies: a focus on our core values, an anti-bias approach, and middle school crew. In addition, our Integrated Studies and Humanities units are designed to provide students with the skills and perspectives necessary to become fully engaged members of their communities.</p>
KDE 6	<p>Approaching Our Work with Love</p> <p>Along with our CRCS core values, we see social justice as a cornerstone of our educational community, where honoring one another becomes a key element of academic success. Most importantly, we believe that all of this work is only possible and meaningful if it is approached with love:</p> <p>The moment we choose to love we begin to move against domination, against oppression. The moment we choose to love we begin to move towards freedom, to act in ways that liberate ourselves and others. That action is the testimony of love as the practice of freedom. – Bell Hooks, Outlaw Culture</p>
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

(No response)

g1. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KDE 11	(No response)
KDE 12	(No response)
KDE 13	(No response)
KDE 14	(No response)
KDE 15	(No response)
KDE 16	(No response)
KDE 17	(No response)
KDE 18	(No response)
KDE 19	(No response)
KDE 20	(No response)

h. SCHOOL WEB ADDRESS (URL)

<https://communityroots.org/>

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

474

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

474

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Charter School Business Management
PHYSICAL STREET ADDRESS	237 West 35th Street, Suite 301
CITY	New York
STATE	NYYNNYUY
ZIP CODE	10001
EMAIL ADDRESS	info@csbm.com
CONTACT PERSON NAME	Raj Thakkar

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

	Yes, 2 sites
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COMMUNITY ROOTS CHARTER SCHOOL 800000059312

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	51 St. Edwards Street, Brooklyn, NY 11205		NYC CSD 13	K-5	no

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Allison Keil	Co-Director	718-858-1629	917-972-2285	akeil@communityroots.org
Operational Leader	Sandy Lee	Director of Operations	718-858-1629	718-344-0276	slee@communityroots.org
Compliance Contact	Sandy Lee	Director of Operations	718-858-1629	718-344-0276	slee@communityroots.org
Complaint Contact	Allison Keil	Co-Director	718-858-1629	917-972-2285	akeil@communityroots.org
DASA Coordinator	Andrew Ngeseyan	Director of Finance	718-858-1629	973-978-1317	andrew@communityroots.org
Phone Contact for After Hours Emergencies	Allison Keil	Co-Director	718-858-1629	917-972-2285	akeil@communityroots.org

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

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	n/a	No		No		Yes

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

Community Roots Charter School

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 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 2	50 Navy Street, 3rd Fl., Brooklyn, NY 11201	718-522-2166	NYC CSD 13	6-8	no

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Erin Carstensen	MS Co-Director	718-522-2166	860-916-5571	erin@communityroots.org
Operational Leader	Sandy Lee	Director of Operations	718-858-1629	718-344-0276	slee@communityroots.org
Compliance Contact	Sandy Lee	Director of Operations	718-858-1629	718-344-0276	slee@communityroots.org
Complaint Contact	Erin Carstensen	MS Co-Director	718-522-2166	860-916-5571	erin@communityroots.org
DASA Coordinator	Andrew Ngeseyan	Director of Finance	718-858-1629	973-978-1317	andrew@communityroots.org
Phone Contact for After Hours Emergencies	Erin Carstensen	MS Co-Director	718-522-2166	860-916-5571	erin@communityroots.org

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

Co-located Space

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

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

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	SANDY S LEE
Position	Director of Operations
Phone/Extension	718-858-1629
Email	SLEE@COMMUNITYROOTS.ORG

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

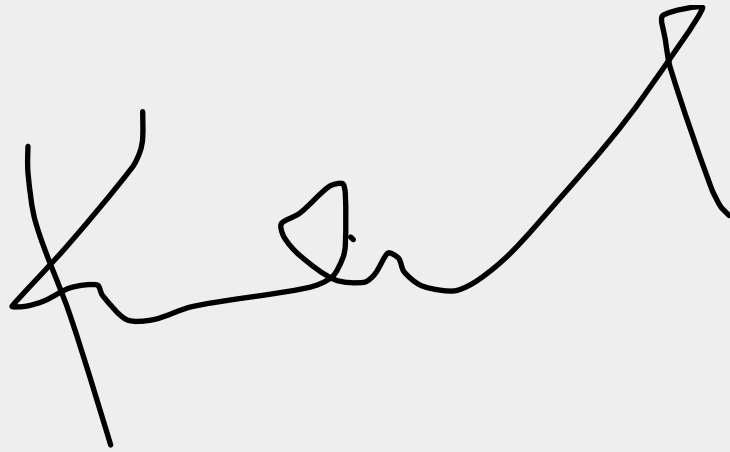
Yes

q. 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

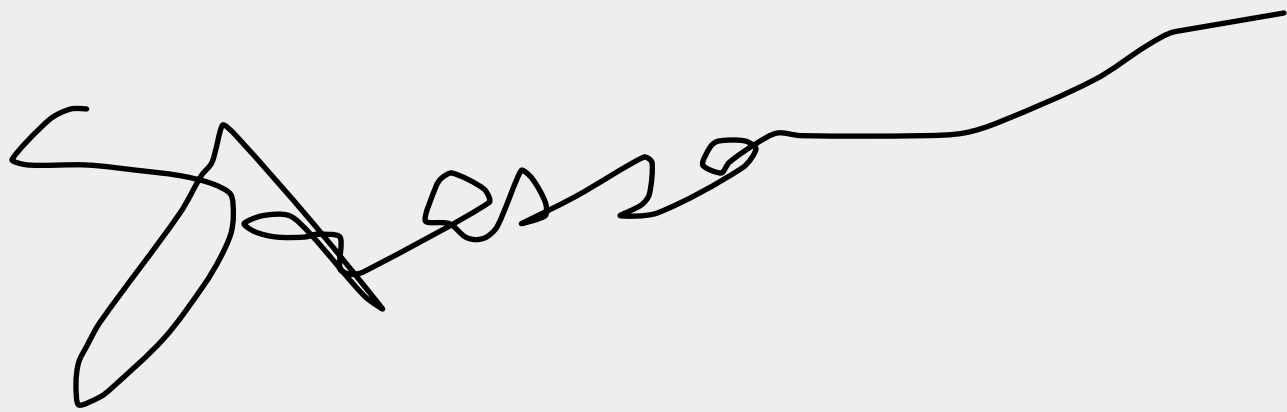
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is stylized, starting with a large 'K' and ending with a long, sweeping line that curves upwards.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is stylized, starting with a large, looped 'B' and ending with a long, sweeping line that curves upwards.

Date

(No response)

Thank you.



Entry 3 Progress Toward Goals

Completed - Nov 1 2022

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 no later than November 2, 2022.

COMMUNITY ROOTS CHARTER SCHOOL 800000059312

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess
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				goal, type N/A for Not Applicable
				<p>Elementary School: We are not satisfied with these scores, however we anticipated a decline in scores due to the learning loss caused by the pandemic. In particular, our fourth and fifth grade cohort had the least opportunity for in school learning due to covid health protocols (e.g. social distancing) and based off of our model at the time, which was to prioritize our most at risk students (first responders, students with IEPs, younger students) having access to the building and having limited space.</p> <p>We had a lot of movement in staffing in fifth grade which we also believe had an impact on the scores, as well as the combined</p>

years of atypical schooling during the pandemic.

Additionally we were not at our typical pacing for a school year as students at the beginning of the year were getting re-acclimated to in person school and much time was devoted to routines, re-teaching and addressing the gaps in learning, at times resulting in students not performing on grade level as cohorts may have in years prior to the pandemic.

In response to learning loss and students struggling to meet benchmarks, we began an after school tutoring program for students who were significantly below grade level. Students received either writing and/or math tutoring 2x week in each content area. Students were identified through

data collection, including input from teachers. Students took the A-Math followed by drill down assessments to determine eligibility and a starting point for intervention using Bridges math. In writing Foundations end of unit assessments and analysis of student writing work using a grammar and conventions rubric were used to identify students not meeting writing benchmarks.

We had not been satisfied with our current math curriculum, while having made many revisions over the years it did not align with our approach to instruction. We aimed to find a program with meaningful context, fluency, and alignment to the Common Core. A group of faculty made up of the grade team lead in math along with

our math learning specialist and math staff developer analyzed multiple curriculums, including piloting two different curriculums before deciding on adopting Illustrative Math. This curriculum would launch k-5 in the 2022-2023 school year. Additionally this is the curriculum used at our Middle School.

To prepare students for the state tests in grades 3-5, we did not have any historical data, however we did administer a practice exam and continued to teach reading and writing units focused on test taking skills and content.

We also took into account that for many students this would be their first time taking a state exam, and so we layered in test taking skills in

Academic Goal 1	<p>Each year 75% of CRCS students tested in grades 3-8 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; and 75% of the students tested in grades 4 & 8 students will</p>	<p>New York State ELA/Math/Science Exams</p> <p>ELA \geq Level 3</p> <p>Grade 3 69%</p> <p>Grade 4 49%</p> <p>Grade 5 42%</p> <p>Grade 6 TBD - Missing scores not yet entered by DoE</p> <p>Grade 7 70%</p> <p>Grade 8 63%</p> <p>Math \geq Level 3</p> <p>Grade 3 61%</p> <p>Grade 4</p>		<p>upper grades that typically would have been dedicated time in third grade.</p> <p>Middle School: To address the gap between our performance on the state exams and our goals, we have made important shifts to our reading, writing and math assessments and the way that we are using these assessments to inform instruction.</p> <p>In reading, we have shifted from using Fountas and Pinnell to Read 180 as a screener to identify at the start of the year which students are meeting and are not meeting benchmarks. This has allowed us to identify who is in need of tier 2 and tier 3 intervention from the start of the year. It will be given three times a year to all students so that we can continue to make adjustments based on their</p>
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demonstrate
proficiency on the
NYS Science
exams

47%
Grade 5
20%
Grade 6
62%
Grade 7
51%
Grade 8
25%

Science >= Level
3

Grade 4
85%
Grade 8
85%

needs. We also introduced the Read 180 reading intervention program and System 44 for both tier 2 and tier 3 reading intervention for students who are not meeting benchmarks, for both intervention within the classroom and for pull out intervention with our learning specialist. For pull out intervention, we use SIPPS in addition to or in replacement of Read 180 as needed. In addition, our Science and Humanities departments are collaborating on teaching our school's reading learning targets that are focused on analyzing informational texts. We are continuing to work with our literacy coach, who will be supporting this collaboration specifically over the course of the year.

In writing, we are giving students on-demand writing assessments in both Humanities and in Science. This is in addition to informational, argumentative and narrative writing pieces that students complete over the course of each grade. In Humanities, the on-demand will be given twice over the course of the year. The Science on-demand will be given three times over the course of the year. Both of these assessments are in addition to the traditional writing assignments that allow teachers to track student progress towards meeting standards on our writing learning targets. Last year, we returned to using the 6+1 writing rubric to assess our writing on-demands and will continue to do so this year. Our science team uses a teacher-

developed rubric based on Supporting Grade 5-8 Students in Constructing Explanations in Science, modified to align with the CRCS grading scale.

In math, this is our second year using Math 180 as both our screener for student progress and as our intervention program. Our learning specialist will continue using the Math 180 program for pull-out intervention, including an additional Math block for 8th grade students who scored two or more years below grade-level on their Math 180 screener, and/or did not meet the June benchmarks for 7th grade math.

For the math and ELA state tests, we took into account that for many students, this would be their first time taking a state

exam since elementary school. To prepare students for the state tests in grades 6-8, we administered a practice exam and continued to layer in test-taking skills in reading, and writing units, as well as a unit in Humanities that focuses specifically on test-taking skills and strategies. In math, we routinely review test-taking strategies and provide opportunities for students to practice. We also incorporate a mini-unit on test-taking strategies each spring.

k-8
At both the elementary and the middle school, we are applying reflections from last year's state exams to instruction this year. We are also utilizing grade team meetings and department meetings to look at assessment data

				<p>(for example: end of unit Summative assessments, Fountas and Pinell, Read 180, A-Math, Math 180, and writing on - demands) to tailor instruction to meet the needs of students, through alternative instruction, a tier 2 approach.</p> <p>In addition, we are working with a data specialist to analyze student outcomes k-8 to be able to identify students who are not making adequate growth, and to be able to prioritize addressing students who are below grade level and not making adequate growth in our planning and instruction.</p>
		<p>New York State Standardized Exams</p> <p>ELA 2020 2021 2022</p>		<p>k-8</p> <p>See above for academic goal 1.</p> <p>In addition:</p> <p>The math specialists worked almost solely with students who needed tier 3</p>

Academic Goal 2	Each year the percentage of students demonstrating proficiency on NYS ELA and Math exams will increase. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is below 75%, the grade level cohort will reduce by at least one-half each year the difference between the percentage demonstrating proficiency and 75%. In the event that the percentage of students in a grade level cohort of the same students demonstrating	Grade	interventions.
		Grade 8	In 2022-2023 as mentioned above
		None	we began a new
		75%	math curriculum at
		63%	the Elementary
		Grade 7	School, with staff
		None	development over
		74%	the summer with
		70%	Illustrative Math
		Grade 6	and ongoing
		None	support and
		74%	professional
		TBD	development
		Grade 5	through bi-weekly
		None	planning meetings
		75%	with both the math
		42%	learning specialist
		Grade 4	and math staff
		None	developer on the
		75%	grade team.
		49%	The ES math
		Grade 3	specialists primary
		N/A	focus is to provide
		N/A	in class tier 2
		69%	interventions,
		Math	adding a fifth
		2020	teacher on grade
		2021	teams (2 co-taught
		2022	classes) prioritizing
		Grade 8	grades with a
		None	higher number of
		75%	students
		25%	performing below
			grade level (upper
			elementary).
			In 2022-23 as
			mentioned above
			we began a new
			reading
			intervention
			program at the

	<p>proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.</p>	<p>Grade 7 None 35% 51%</p> <p>Grade 6 None 65% 62%</p> <p>Grade 5 None 39% 20%</p> <p>Grade 4 None 63% 47%</p> <p>Grade 3 N/A N/A 61%</p>	<p>Middle School. To support the implementation of the Read 180 curriculum in the classroom, we held staff development over the summer, and are providing ongoing support through our regular meetings with co-teaching teams and during our Humanities Department Meetings.</p> <p>Additionally, k-8 classroom teachers are leveraging co-teaching models such as parallel and alternative teaching to be responsive to student data.</p>
		<p>Community Roots End of Year Checklist Reports</p> <p>KINDERGARTEN AVG ELA 87% MATH 82% SOCIAL STUDIES 93%</p> <p>1ST GRADE</p>	

Academic Goal 3	Each year at least 75% of CRCS students in grades K-8 will meet or exceed CRCS Exit Outcomes in all content areas.	ELA 88% MATH 93% SOCIAL STUDIES 97%	Elementary School: In K-3 Grade in Math, Science and Social Studies significantly more than 75% of students are meeting or exceeding the Exit Outcomes. In 4th Grade the goal was missed by a small margine, of 1-2 students in Math and ELA, and exceeded in Social Studies. In 5th grade the goal was missed by 3 students in Math and exceeded in Math and ELA. These students were all identified for intervention within classrooms, through tutoring and in some cases in pull out intervention groups with a learning specialist.
		2ND GRADE ELA 85% MATH 83% SOCIAL STUDIES 96%	
		3RD GRADE ELA 87% MATH 84% SOCIAL STUDIES 94%	
		4TH GRADE ELA 73% MATH 71% SOCIAL STUDIES 86%	
		5TH GRADE ELA 76% MATH 69% SOCIAL STUDIES 82%	
		6TH GRADE % MS/ES Humanities 87% math	Middle School: In grades 6-8, at least 75% of students met, or

		85% science 91% 7TH GRADE % MS/ES Humanities 92% math 78% science 97% 8TH GRADE % MS/ES Humanities 91% math 93% science 94%		exceeded, CRCS exit outcomes.
		2022 ELA Grade D13 % Level 3 & 4 CRCS % Level 3 & 4 3 56 69 4 50 49 5 45 42 6 54 TBD 7		In grades 6-8, CRCS proficiency levels on ELA & Math state exams exceeded those of CSD 13. In upper elementary ELA (grades 4 and 5) and Math in grade 5 students did not

Academic Goal 4	The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD 13.	<p>50 70 8 49 63</p> <p>2022 MATH</p> <p>Grade D13 % Level 3 & 4 CRCS % Level 3 & 4</p> <p>3 51 61 4 46 47 5 38 20 6 32 62 7 23 51 8 10 25</p>		<p>exceed the district. As mentioned above, we are using a new math curriculum to address students' math performance and the math learning specialist is pushing into classrooms to support with tier 2 intervention.</p> <p>In ELA we are implementing a planning for learning cycle, and looking at student work protocols to determine alternative or tier 2 instruction, to address student specific needs.</p>
		ECLAS-2 was discontinued. Fox in a Box is an identical		67% of K students performed at low risk or college proficient in the Spring and 87% of First graders tested in the Spring and 79% of the First Grade tested at low risk and college

Academic Goal 5	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas in ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas in ECLAS-2;	assessment used in the 2016-2017 school year. Fox in the Box has now been discontinued. We have now transitioned to Fastbridge Early Reading to replace Fox in the Box. Fastbridge is an adaptive reading assessment that can be used to screen students for intervention needs. We are using a similar benchmark using the Fastbridge assessment of at least 75% of K and 1st Grade students performing at low risk or college proficient on Fastbridge.		proficient. While we did not meet the benchmark in Kindergarten we came very close. With so many of the K students coming in with interrupted learning and missing foundational pre-reading skills the core instruction that focused on building these skills was impactful. We will be keeping a close eye on the literacy development of this cohort and will be plugging in interventions including tutoring and Tier 2 and Tier 3 Foundations interventions where necessary.
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2021-2022 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2021-2022 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	1.Each year, the School will receive a “Good” or higher rating on the Student Achievement section of the DOE School Quality Snapshot Report. DoE School Quality Snapshot Report	DoE School Quality Snapshot Report	Unable to Assess	Met -2019-2020 https://tools.nycenet.edu/snapshot/2019/84K536/EMS/ From DoE Website: Due to COVID-19, ratings are not available for any schools for the 2020-21 school year.
				Met -2019-2020

Org Goal 2	2. Each year, the School will receive a rating of “Good” or better on the 7 categories in the Framework for Great Schools	NYC Department of Education School Quality Report	Unable to Assess	https://tools.nycenet.edu/snapshot/2019/84K536/EMS/ From DoE Website: Due to COVID-19, ratings are not available for any schools for the 2020-21 school year.
Org Goal 3	3. Each year, CRCS will have an annual average student attendance rate of at least 95%, and 95% of all students enrolled on the last day of the school year who do not move will return the following September.	Student Attendance taken by Classroom Teachers in PowerSchool and updated to Level 0 Att Avg 90.2 % Returning 96%	Partially Met	Due to COVID absences and quarantining, we did not meet our average daily attendance. We did re-enroll 96% of our students to meet this part of this goal.
Org Goal 4	4. Each year, the School will comply with all applicable laws, rules, regulations and contract terms.	DoE Charter Office Accountability Calendar of Reporting Requirements Each year CRCS reviews applicable laws, rules and regulations to ensure that the school is operating in compliance. CRCS also consults with legal counsel when new regulations	Met	

		emerge to make any necessary adjustments to ensure compliance.		
Org Goal 5	5. Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School's contract.	<p>Charter Agreement</p> <p>2021-2022 Enrollments - Met</p> <p>Total enrollment in 2021-2022: 474 Total authorized: 474</p> <p>Grade/ Enrolled/ # Seats per Charter/ K 52 52 1 52 52 2 52 52 3 52 52 4 52 52 5 52 52 6 56 54 7 53</p>	Met	

		54 8 53 54		
Org Goal 6	6. Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE School Survey results listed in the School Quality Guide.	NYCDOE School Survey 95% of Parent responses expressed Satisfaction with the quality of education their child has received.	Met	
Org Goal 7	7. Each year, at least 90% of teachers will express satisfaction with school leadership and professional development opportunities as determined by the results of the teacher section of the NYCDOE School Survey listed in the School Quality Guide.	NYCDOE School Survey 92% of Teacher responses expressed Satisfaction across all domains.	Met	
	8.Responsive School Leadership,	Board Meeting minutes and Co-Director Evaluation School leadership reports at every board meeting. They likewise maintain full participation		

Org Goal 8	Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's participation in Board subcommittees.	throughout all meeting agenda items and regularly co-lead subcommittee meetings. Co-Directors are evaluated annually based on goals co-created with the Education Committee. The Co-Directors met their annual goals. The Finance Committee has been instrumental in the school's process of creating a budget that keeps the school in a strong financial position while prioritizing meeting student needs.	Met	
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				
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5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	1. Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	<p>Periodic financial reports including but not limited to the fiscal forecast, cash flow report and balance sheet reports.</p> <p>As of 06/30/22 the school generated a net change in assets of \$1,507,722, driven primarily by our PPP loan forgiveness in 2021. Consequently, our cash position also improved to \$5.1mm from \$5.0mm</p>	Met	
		Independent financial audit and external oversight		

Financial Goal 2	2. Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	<p>in addition to sound internal fiscal controls in accordance with federal and state laws as well as GAAP</p> <p>We have finalized our FY 2021-22 audit with no material weaknesses or deficiencies reported. We continue to work with outside independent consultants for additional oversight of our financials and abide by all regulations and requirements of GAAP.</p>	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 28 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

[Community Roots Charter School FST with Mgmt Ltr](#)

Filename: Community_Roots_Charter_School_FST_igUqO7b.pdf **Size:** 458.2 kB

Entry 4b - Audited Financial Report Template (BOR/NYC/BOE)

Completed - Oct 28 2022

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited

Financial Report Template” from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Audited Annual Financial Report FY22 DOE FINAL](#)

Filename: Audited_Annual_Financial_Report_F_hl8s88n.xlsx **Size:** 65.3 kB

Entry 4c - Additional Financial Documents

Completed - Oct 28 2022

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Community Roots Charter School Mgmt Ltr](#)

Filename: Community_Roots_Charter_School_Mgmt_Ltr.pdf **Size:** 170.4 kB

[TD Escrow - September 2022](#)

Filename: TD_Escrow_-_September_2022.pdf **Size:** 938.4 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 28 2022

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Andrew Ngeseyan	andrew@communityroots.org	973-978-1317

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph X. Ciorciari	jciorciari@pkfod.com	914-341-7637	8

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
	CSBM	Lola Barbarash	237 West 35th St., Suite 301, New York, NY 10001	lbarbarash@csbm.com	888-710-2726	12

Entry 5 - Fiscal Year 2022-2023 Budget

Completed - Oct 28 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[CR 2022-2023-ar-budget-template](#)

Filename: CR_2022-2023-ar-budget-template.xlsx **Size:** 37.8 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Malik, Swati NYSED FinancialDisclosure2021 \(1\) \(1\)](#)

Filename: Malik_Swati_NYSED_FinancialDisclos_Z4VbE1i.pdf **Size:** 192.2 kB

[Khan, Cavel 2021-22-ar-current-former-trustee-financial-disclosure-for \(15\)](#)

Filename: Khan_Cavel_2021-22-ar-current-form_ZnxXfEV.pdf **Size:** 389.1 kB

[Malik, Swati 2021-22-ar-current-former-trustee-financial-disclosure-for \(17\)](#)

Filename: Malik_Swati_2021-22-ar-current-for_Vxef6YA.pdf **Size:** 399.2 kB

[Fogarty, Suzanne 2021-22-ar-current-former-trustee-financial-disclosure-for \(5\)](#)

Filename: Fogarty_Suzanne_2021-22-ar-current_y7L7xMV.pdf **Size:** 377.3 kB

[Spadaro, Christine 2021-22-ar-current-former-trustee-financial-disclosure-for](#)

(10)

Filename: Spadaro_Christine_2021-22-ar-curre_9fGUgfV.pdf **Size:** 389.2 kB

Benjamin Van Lierop, Tracie_2021-22-ar-current-former-trustee-financial-disclosure-for (8)

Filename: Benjamin_Van_Lierop_Tracie_2021-22_KbQJzXx.pdf **Size:** 392.4 kB

Strauss, Tracey_2021-22-ar-current-former-trustee-financial-disclosure-for (12)

Filename: Strauss_Tracey_2021-22-ar-current-_ibFIEAc.pdf **Size:** 392.0 kB

Thomases, Josh_2021-22-ar-current-former-trustee-financial-disclosure-for (2)

Filename: Thomases_Josh_2021-22-ar-current-f_pUZh0oy.pdf **Size:** 392.2 kB

Sedeh, Milad_2021-22-ar-current-former-trustee-financial-disclosure-for (13)

Filename: Sedeh_Milad_2021-22-ar-current-for_ecdQus0.pdf **Size:** 393.8 kB

Petit Frere, Jerry_2021-22-ar-current-former-trustee-financial-disclosure-for (11)

Filename: Petit_Frere_Jerry_2021-22-ar-curre_SWaOT2y.pdf **Size:** 386.7 kB

Pugh, Nigel_2021-22-ar-current-former-trustee-financial-disclosure-for (3)

Filename: Pugh_Nigel_2021-22-ar-current-form_C0Vo6dB.pdf **Size:** 391.2 kB

Keil, Allison_2021-22-ar-current-former-trustee-financial-disclosure-for (6)

Filename: Keil_Allison_2021-22-ar-current-fo_JWgK9tt.pdf **Size:** 390.4 kB

Manheimer, David_2021-22-ar-current-former-trustee-financial-disclosure-for (4)

Filename: Manheimer_David_2021-22-ar-current_9S9mgqt.pdf **Size:** 391.8 kB

Shaw, Brian_2021-22-ar-current-former-trustee-financial-disclosure-for (16)

Filename: Shaw_Brian_2021-22-ar-current-form_LUJCj1n.pdf **Size:** 386.8 kB

Stone, Sara_2021-22-ar-current-former-trustee-financial-disclosure-for (7)

Filename: Stone_Sara_2021-22-ar-current-form_Qb6LAkr.pdf **Size:** 388.1 kB

Strasser, Scott_2021-22-ar-current-former-trustee-financial-disclosure-for (9)

Filename: Strasser_Scott_2021-22-ar-current-_YnZHDY1.pdf **Size:** 389.2 kB

Clark, Shawn_2021-22-ar-current-former-trustee-financial-disclosure-for (14)

Filename: Clark_Shawn_2021-22-ar-current-for_AH3LmT9.pdf **Size:** 394.2 kB

Entry 7 BOT Membership Table

Completed - Aug 1 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

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.

COMMUNITY ROOTS CHARTER SCHOOL 800000059312

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2021-2022
	Shawn	shawnm.clark@	Secretar	Develop ment			04/09/2	04/09/2	

1	Clark	gmail.com	y	Committee	Yes	4	018	018	5 or less
2	Suzanne Fogarty	suzanne.fogarty@gmail.com	Trustee/Member	Education	Yes	9	04/29/2013	04/29/2013	6
3	Cavel Khan	cavelk@gmail.com	Trustee/Member	Development, Committee Chair	Yes	4	07/17/2018	07/17/2018	8
4	Allison Keil	akeil@communityroots.org	Trustee/Member	Education Committee	No	16	08/01/2006	08/01/2006	11
5	David Manheimer	manheimerd@gmail.com	Treasurer	Finance Committee, Committee Chair	Yes	7	04/27/2015	04/27/2015	8
6	Jerry Petit-Frere	jpetitf@gmail.com	Trustee/Member	Finance Committee	Yes	4	04/09/2018	04/09/2018	7
7	Nigel Pugh	nigelpugh100@gmail.com	Trustee/Member	Education Committee, Committee Chair	Yes	4	09/14/2018	09/14/2018	7
8	Brian Shaw	b.joseph.shaw@gmail.com	Trustee/Member	Development Committee	Yes	7	04/27/2015	04/27/2015	5 or less
9	Christine Spadaro	caspadro77@gmail.com	Trustee/Member	Education Committee	Yes	9	04/29/2013	04/29/2013	7

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

Yes

1b. Board Member Information

	Trustee Name	Trustee 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 2021-2022
10	Sara Stone	sstone@communityroots.org	Trustee/Member	Education Committee, Development Committee	No	16	08/01/2006	08/01/2006	12
11	Scott Strasser	sfstrasser@gmail.com	Chair	Finance Committee	Yes	12	08/01/2010	08/01/2010	12
12	Tracey Strauss	tracey@strauss.net	Chair	Development Committee	Yes	16	08/01/2006	08/01/2006	12
13	Josh Thomas	joshthomases@gmail.com	Trustee/Member	Education Committee	Yes	7	08/17/2015	08/17/2015	5 or less
14	Tracie Benjamin-Van Lierop	tbvanlierop@gmail.com	Trustee/Member	Education Committee	Yes	2	2/11/2020	2/11/2020	8
15	Milad Sedeh	msedeh@gmail.com	Trustee/Member	Finance Committee	Yes	2	09/21/2020	09/21/2020	10

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

Yes

1d. 2021-2022 Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2021- 2022
16	Swati Malik	smalik789@gmail.com	Trustee/ Member	Develop ment Commit tee		1	03/07/2022	03/07/2022	5 or less
17									
18									
19									
20									
21									

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, 2022	16
b.Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	no less than 7 and no more than 21

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

14

Total number of Voting Members added during the 2021-2022 school year:

1

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

21

Total number of Non-Voting Members on June 30, 2022:

2

Total number of Non-Voting Members added during the 2021-2022 school year:

0

Total number of Non-Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Non-Voting members in 2021-2022, as set by the board in bylaws, resolution or minutes:

no total maximum number set

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2022

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

CRCS_January_2022_Board_Minutes_(2)

Filename: CRCS_January_2022_Board_Minutes_2.pdf **Size:** 13.7 kB

CRCS_April_2022_Board_Minutes_(3)

Filename: CRCS_April_2022_Board_Minutes_3.pdf **Size:** 62.5 kB

CRCS_June_2022_Board_Minutes_(1)

Filename: CRCS_June_2022_Board_Minutes_1.pdf **Size:** 13.3 kB

CRCS_February_2022_Board_Minutes_(2)

Filename: CRCS_February_2022_Board_Minutes_2.pdf **Size:** 63.4 kB

CRCS_March_2022_Board_Minutes_(4)

Filename: CRCS_March_2022_Board_Minutes_4.pdf **Size:** 87.0 kB

CRCS_May_2022_Board_Minutes_(1)

Filename: CRCS_May_2022_Board_Minutes_1.pdf **Size:** 83.3 kB

CRCS_December_2021_Board_Minutes_(3)

Filename: CRCS_December_2021_Board_Minutes_3.pdf **Size:** 13.3 kB

CRCS_November_2021_Board_Minutes_(3)

Filename: CRCS_November_2021_Board_Minutes_3.pdf **Size:** 62.7 kB

CRCS_August_2021_Board_Minutes_(1)

Filename: CRCS_August_2021_Board_Minutes_1.pdf **Size:** 13.9 kB

[CRCS_September_2021_Board_Minutes_\(1\)](#)

Filename: CRCS_September_2021_Board_Minutes_1.pdf **Size:** 61.5 kB

[CRCS_October_2021_Board_Minutes_\(2\)](#)

Filename: CRCS_October_2021_Board_Minutes_2.pdf **Size:** 13.7 kB

[CRCS_July_2021_Board_Minutes_\(2\)](#)

Filename: CRCS_July_2021_Board_Minutes_2.pdf **Size:** 13.6 kB

Entry 9 Enrollment & Retention

Completed - Jul 6 2022

[Instructions for submitting Enrollment and Retention Efforts](#)

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	We worked very hard to ensure that we connected with all headstarts and community centers in our District as well as those in neighboring Districts 46 / 61 with high populations of economically disadvantaged students. We found that during the pandemic no head starts or daycare centers were doing any in person recruitment and in	

person services were extremely limited. This was also true at Community Centers. Additionally our Coordinator of Student Recruitment took a leave of absence forcing us to rethink our approach. We quickly mobilized a team to focus on innovative approaches to student recruitment focusing on Special Populations in the middle of a pandemic. Our new team was led by our Director of Development (who has a background in student recruitment) who was supported by our Director of MS Social Work and Community Programming and our Operations and Teaching Assistant. We worked to ensure that all preschools, daycares and Head Starts had both digital and paper applications and information about tours. We held regular Zoom tours. We have re-allocated the responsibilities of student recruitment and will continue with what has worked well this year. We have an updated role and adjusted compensation and job titles accordingly. Our Director of Development is now: Director of Development and Recruitment. This new job allows for higher level focus on Student Recruitment specifically of Special Populations. Additionally, this role will directly supervise another staff member with assistant of student recruitment responsibilities which have been allocated to another position. This assistant position will do the

Economically Disadvantaged

on the ground outreach and become key to our combination of in person and virtual student recruitment. We will continue to develop relationships that have both been in place over the last 15 years as well as capitalize on some new relationships that were developed this year with key people in the neighborhood. We will continue with our targeting mailings, are considering offering virtual tours in addition to in person tours (if compliance requirements allow for in person tours) as well as increasing our social media presence and strategy specific to Special Populations. We are looking into new targeted marketing endeavors including ads on bus lines and within subway stations running within our target neighborhoods as well as multilingual local newspaper ads. Improved marketing collateral well suited for residential and community settings (e.g. door knocker ads, updated multilingual flyers) are also being considered.

Postcards were made to advertise the school and application deadline. Postcards were sent to all addresses of families with 4-5 year olds in this neighborhood having a household income of under \$50,000. A total of 971 We have re-allocated the responsibilities of student recruitment and will continue with what has worked well this year. We have an updated role and adjusted compensation and

We have re-allocated the responsibilities of student recruitment and will continue with what has worked well this year. We have an updated role and adjusted compensation and job titles accordingly. Our Director of Development is now: Director of Development and Recruitment. This new job allows for higher level focus on Student Recruitment specifically of Special Populations. Additionally, this role will directly supervise the Community Coordinator who will assist with student recruitment responsibilities. The Community Coordinator will do the on the ground outreach and become key to our combination of in person and virtual student recruitment. We will continue to develop relationships that have both been in place over the last 15 years as well as capitalize on some new relationships that were developed this year with key people in the neighborhood. We

job titles accordingly. Our Director of Development is now: Director of Development and Recruitment. This new job allows for higher level focus on Student Recruitment specifically of Special Populations. Additionally, this role will directly supervise the Community Coordinator who will assist with student recruitment responsibilities. The Community Coordinator will do the on the ground outreach and become key to our combination of in person and virtual student recruitment. We will continue to develop relationships that have both been in place over the last 15 years as well as capitalize on some new relationships that were developed this year with key people in the neighborhood. We will continue with our targeting mailings, are considering offering virtual tours in addition to in person tours (if compliance requirements allow for in person tours) as well as increasing our social media presence and strategy specific to Special Populations. We are looking into new targeted marketing endeavours including ads on bus lines and within subway stations running within our target neighborhoods as well as multilingual local newspaper ads. Improved marketing collateral households were in this criteria. We worked with families currently enrolled in our school who live in NYCHA in the immediate neighborhood to spread the word. We gave out fliers to hand out to families they

will continue with our targeting mailings, are considering offering virtual tours in addition to in person tours (if compliance requirements allow for in person tours) as well as increasing our social media presence and strategy specific to Special Populations. We are looking into new targeted marketing endeavours including ads on bus lines and within subway stations running within our target neighborhoods as well as multilingual local newspaper ads. Improved marketing collateral well suited for residential and community settings (e.g. door knocker ads, updated multilingual flyers) are also being considered.

know with incoming Kindergarten students and connected with families who are well established in the neighborhood who have alumni who graduated from our school to hand out postcards and spread

the word. We advertised on our FaceBook and Instagram account and shared with specific families in our community who live in NYCHA to repost on their personal accounts. We posted an add in Brooklyn Family Magazine, a free publication widely distributed throughout Brooklyn, as an added measure to reach out to families.

This year, for the first time we also targeted Food Banks in our district and went on days of food distribution to different sites to hand out applications and tour information. Over 20 food banks and food distribution centers were visited by our staff. In locations where Covid policies allowed in person interaction, our staff member stayed on site with electronic and paper applications to assist families with applying and to answer any questions. In locations where this was not permitted, our staff member distributed copies of applications and information on the school well suited for residential and community settings (e.g. door knocker ads, updated multilingual flyers) are also being considered, along with his contact information. Local businesses were likewise contacted in person to drop off information,

	applications and to offer on site application assistance within establishments permitting in person interaction.	
English Language Learners	We use the same strategies described above to retain our ELL and multilingual learners. In addition, postcards were translated into Spanish, and Cantonese, all of the applications that were left at Community Centers were translated into Spanish and Cantonese, and information about the school was left at Chinese restaurants, laundromats, and bodegas in the immediate neighborhood.	Same strategies as indicated above, with the addition that insuring that translation is available as needed for the above mentioned lines of action.
Students with Disabilities	We use the same strategies described above to recruit and enroll our students with disabilities.	Same strategies as indicated above.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>We believe that our high retention rate/low student attrition rate is based on: Meeting the academic and social emotional needs of the child. Building meaningful relationships with families. Continue the efforts from 2020-2021</p> <p>At CRCS we hire and train teachers who understand the connection between student's academic progress and social emotional well being. We</p>	<p>We will Ensure that families can come to the Welcome to Kindergarten workshop at the beginning of the year either remotely or in person. For families who can not attend in</p>

Economically Disadvantaged

regularly assess our students in reading, writing, and math to ensure that adequate progress is being made using a combination of formal and informal assessments. After rounds of data collection team meetings are held where Learning Specialists and faculty come together to initiate intervention plans for students not meeting academic benchmarks or not making adequate progress. In addition each Co-Director meets with co-teaching teams every other week to discuss student progress and one of these meetings each month a social worker joins to focus on social emotional development and well being.

We have open communication between families and teachers to communicate both formally and informally about children's academic progress and social emotional development. This is done through 3 formal reporting cycles a year and through classroom pick up and drop off as well as by ensuring that families have access to teachers via text, email, phone, in person contact (whatever means works best for that family).

Additionally, the following retention efforts are in place to support all new economically disadvantaged families: Call all families immediately and directly who have been accepted into this years enrollment schedule a time to answer questions and remove any barriers to enrollment.

either format we will set up a separate meeting to ensure that the content is covered and most importantly questions are answered. Additionally, we will make contact with all new families

during first 2 weeks of school individually to check-in and answer any questions

Additionally, classroom meetings (every two weeks) with Co-Director, Social Worker and classroom teams allows for open communication about any families who may be struggling with entry into CRCS and allows for targeted and individualized outreach and support to be developed. Additionally our Community Coordinator will do specific outreach to families of students in Special population categories to ensure a sense of belonging and strategize community programming to increase belonging overall. .

Through on-going conversations throughout the year, the Community Coordinator will identify areas of interest and engagement from new community members and plan to incorporate, these ideas into yearly programming wither virtually or in person or in combination of these two.

English Language Learners	<p>We use the same strategies described above to retain our ELL students as we know that meeting students academic and social emotional needs as well as building deep relationships with families is essential for all students.</p> <p>CRCS was negatively impacted by the DOE cutting translation services for Charter Schools. We continue to work with outside translation services to ensure that we are communicating with families for report cards, IEP meetings and conferences in the language the family chooses. We have also expanded our use of phone translation services for all parent phone calls.</p> <p>English Language Learners (ELLs) are identified through the New York State LEP identification process. Once identified, ELL students are supported through a fully inclusive program within their regular classrooms. Students take the NYSESLAT annually to determine their progress and whether they qualify for additional support (learning specialist or additional classroom supports) for the following school year.</p>	<p>We will continue the efforts from the 2019-2020 and 20-21 school year. If we are working remotely we will shift all of this work to Zoom meetings and doing things virtually. We will expand our use of translation services and are researching alternatives to the translation services we are currently using to expand the information we are translating each year.</p> <p>Additionally, we will work towards:</p> <p>Scheduling a time for families to come in and see the school upon lottery acceptance, if they have not done so already and fill out paperwork, ensure translation to help with the process</p> <p>Reach out with translation to invite to Welcome to Kindergarten workshop at the beginning of the year and set up a separate meeting to ensure that the content is covered if any families cannot make it</p> <p>Special invitations to community programming to ensure connection to the community and ensure that other families with same language background can participate</p> <p>Provide translation, where possible, for all community programming opportunities</p> <p>Ensure that all major correspondence for family programming is shared with translation</p>
	We believe our high retention rate/low student attrition rate is based on:	

Students with Disabilities	<p>Meeting the academic and social emotional needs of the child. Building meaningful relationships with families.</p> <p>We use the same strategies described above to retain our students with disabilities as we know that meeting students academic and social emotional needs as well as building deep relationships with families is essential for all students.</p> <p>We meet with prospective and accepted families in order to discuss student specific needs and supports.</p> <p>We utilize a full time co-teaching model and have trained all staff in Universal Design for Learning to increase access to the general education curriculum and state standards. We focused on this approach and how to maximize it in our hybrid model. Additionally, a working group of school staff, called the Inclusive Practices Group, meets to examine the level of inclusivity of our program and design opportunities for staff development and program improvement.</p> <p>We have revised language on our website that includes additional information regarding special education services and our inclusive education approach. This includes a description of services, our approach to teaching and learning, and structures and strategies to improve access for all of our students (UDL and co-teaching).</p>	Continue with the strategies from the 2020-2021 school year and focus on building a strong and inclusive program in each of our classrooms, allowing all learners to thrive.
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Entry 10 - Teacher and Administrator Attrition

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** 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.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed - Jul 11 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

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.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	3
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	2
Total Category A: 5 or 30% whichever is less	5.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	2
ii. Science	3
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	5.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category C: not to exceed 5	5.0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	15

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	4

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	35

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	54

Thank you.



Entry 12 Organization Chart

Completed - Jul 6 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

CRCS 2021-2022 Org Chart (1)

Filename: CRCS_2021-2022_Org_Chart_1.pdf **Size:** 49.2 kB

Entry 13 School Calendar

Completed - Jul 6 2022

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2022-2023 School Calendar Draft

Filename: 2022-2023_School_Calendar_Draft.pdf **Size:** 40.4 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 6 2022

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link](#) from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;

5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Community Roots Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://communityroots.org/about/compliance/
2. Board meeting notices, agendas and documents	https://communityroots.org/about/governance/
3. New York State School Report Card	https://data.nysed.gov/essa.php?year=2021&instid=800000059312
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://communityroots.org/about/compliance/
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://drive.google.com/file/d/1jgl3dGXgUQmdpa-Q-kOtO8BPQ2rgdw_z/view
6. Authorizer-approved FOIL Policy	https://communityroots.org/about/compliance/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://communityroots.org/about/compliance/

Thank you.



Entry 15 Staff Roster

Completed - Jul 11 2022

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options,

when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.

[faculty-staff-roster-template-2022 \(1\) \(1\)](#)

Filename: faculty-staff-roster-template-2022_1_1.xlsx **Size:** 90.4 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Community Roots Charter School

Financial Statements

June 30, 2022 and 2021

Independent Auditors' Report

Board of Trustees
Community Roots Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Community Roots Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Community Roots Charter School as of June 30, 2022 and 2021, 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.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Community Roots Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Roots Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Community Roots Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Community Roots Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2022, on our consideration of Community Roots Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Community Roots Charter 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 Community Roots Charter School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 13, 2022

Community Roots Charter School

Statements of Financial Position

	June 30,	
	2022	2021
ASSETS		
Current Assets		
Cash	\$ 2,693,472	\$ 3,161,374
Grants and contracts receivable	546,533	164,643
Prepaid expenses and other current assets	135,778	31,835
Total Current Assets	3,375,783	3,357,852
Property and equipment, net	186,042	127,951
Cash reserve	1,506,480	1,506,183
Restricted cash	73,298	73,276
	<u>\$ 5,141,603</u>	<u>\$ 5,065,262</u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 389,870	\$ 160,299
Accrued payroll and payroll taxes	864,807	832,769
Refundable advances	-	37,325
Total Current Liabilities	1,254,677	1,030,393
Paycheck Protection Program loan payable	-	1,655,665
Total Liabilities	<u>1,254,677</u>	<u>2,686,058</u>
Net Assets, Without Donor Restrictions		
Undesignated	2,380,446	873,021
Board designated	1,506,480	1,506,183
Total Net Assets, Without Donor Restrictions	<u>3,886,926</u>	<u>2,379,204</u>
	<u>\$ 5,141,603</u>	<u>\$ 5,065,262</u>

See notes to financial statements

Community Roots Charter School

Statements of Activities

	Year Ended June 30,	
	2022	2021
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 9,754,948	\$ 9,181,201
Federal grants	663,061	248,130
State grants	12,966	29,253
Contributions and grants	307,299	263,391
Other revenue	81,240	31,075
Total Revenue and Support	<u>10,819,514</u>	<u>9,753,050</u>
EXPENSES		
Program Services		
Regular education	6,691,101	5,737,925
Special education	<u>2,309,513</u>	<u>1,887,161</u>
Total Program Services	9,000,614	7,625,086
Supporting Services		
Management and general	1,906,820	1,806,265
Fundraising	<u>60,023</u>	<u>55,389</u>
Total Expenses	<u>10,967,457</u>	<u>9,486,740</u>
Gain on forgiveness of Paycheck Protection Program loan	<u>1,655,665</u>	<u>-</u>
Change in Net Assets	1,507,722	266,310
NET ASSETS		
Beginning of year	<u>2,379,204</u>	<u>2,112,894</u>
End of year	<u>\$ 3,886,926</u>	<u>\$ 2,379,204</u>

Community Roots Charter School

Statement of Functional Expenses
Year Ended June 30, 2022

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	20	\$ 540,174	\$ 177,117	\$ 717,291	\$ 1,243,392	\$ 44,226	\$ 2,004,909
Instructional personnel	60	4,227,397	1,434,864	5,662,261	49,980	-	5,712,241
Total Personnel Services Costs	80	4,767,571	1,611,981	6,379,552	1,293,372	44,226	7,717,150
Fringe benefits and payroll taxes		1,112,710	376,388	1,489,098	324,448	10,914	1,824,460
Retirement		158,921	53,757	212,678	43,824	1,559	258,061
Legal service		-	-	-	15,938	-	15,938
Accounting / audit services		-	-	-	55,805	-	55,805
Other professional / consulting services		98,410	75,372	173,782	28,855	108	202,745
Building and land rent		-	-	-	14,795	-	14,795
Repairs and maintenance		-	-	-	5,101	-	5,101
Insurance		47,567	16,090	63,657	13,117	467	77,241
Supplies / materials		155,984	58,202	214,186	-	-	214,186
Equipment / furnishings		16,015	5,279	21,294	736	25	22,055
Staff development		56,925	19,247	76,172	15,443	528	92,143
Marketing / recruitment		16,391	5,544	21,935	32,274	161	54,370
Technology		25,657	8,679	34,336	7,075	252	41,663
Student service		46,541	15,260	61,801	-	-	61,801
Office expense		122,629	41,463	164,092	36,065	1,138	201,295
Depreciation and amortization		65,780	22,251	88,031	18,140	645	106,816
Other		-	-	-	1,832	-	1,832
Total Expenses		\$ 6,691,101	\$ 2,309,513	\$ 9,000,614	\$ 1,906,820	\$ 60,023	\$ 10,967,457

Community Roots Charter School

Statement of Functional Expenses
Year Ended June 30, 2021

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
Personnel Services Costs							
Administrative staff personnel	20	\$ 488,886	\$ 158,476	\$ 647,362	\$ 1,247,972	\$ 41,979	\$ 1,937,313
Instructional personnel	61	3,726,725	1,210,803	4,937,528	-	-	4,937,528
Total Personnel Services Costs	81	4,215,611	1,369,279	5,584,890	1,247,972	41,979	6,874,841
Fringe benefits and payroll taxes		968,184	314,477	1,282,661	286,617	9,641	1,578,919
Retirement		143,200	46,513	189,713	42,392	1,426	233,531
Legal service		-	-	-	48,710	-	48,710
Accounting / audit services		-	-	-	51,581	-	51,581
Other professional / consulting services		54,153	35,477	89,630	21,359	115	111,104
Building and land rent		-	-	-	17,582	-	17,582
Repairs and maintenance		-	-	-	4,064	-	4,064
Insurance		42,472	13,795	56,267	12,573	423	69,263
Supplies / materials		107,835	40,573	148,408	-	-	148,408
Equipment / furnishings		9,919	3,216	13,135	212	7	13,354
Staff development		14,675	4,766	19,441	4,344	146	23,931
Marketing / recruitment		8,986	2,919	11,905	5,286	89	17,280
Technology		36,977	12,010	48,987	10,946	368	60,301
Student service		15,822	5,129	20,951	-	-	20,951
Office expense		59,696	19,390	79,086	22,883	594	102,563
Depreciation and amortization		60,395	19,617	80,012	17,879	601	98,492
Other		-	-	-	11,865	-	11,865
Total Expenses		\$ 5,737,925	\$ 1,887,161	\$ 7,625,086	\$ 1,806,265	\$ 55,389	\$ 9,486,740

Community Roots Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 1,507,722	\$ 266,310
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	106,816	98,492
Gain on forgiveness of Paycheck Protection Program loan	(1,655,665)	-
Loss on disposal of property and equipment	-	156
Changes in operating assets and liabilities		
Grants and contracts receivable	(381,890)	111,992
Prepaid expenses and other current assets	(103,943)	1,288
Accounts payable and accrued expenses	229,571	5,259
Accrued payroll and payroll taxes	32,038	46,291
Refundable advances	(37,325)	37,325
Net Cash from Operating Activities	(302,676)	567,113
CASH FLOWS FROM INVESTING ACTIVITY		
Purchases of property and equipment	(164,907)	(92,788)
CASH FLOWS FROM FINANCING ACTIVITY		
Proceeds from Paycheck Protection Program loan	-	1,655,665
Net Change in Cash and Restricted Cash	(467,583)	2,129,990
CASH AND RESTRICTED CASH		
Beginning of year	4,740,833	2,610,843
End of year	<u>\$ 4,273,250</u>	<u>\$ 4,740,833</u>

Community Roots Charter School

Notes to Financial Statements June 30, 2022 and 2021

1. Organization and Tax Status

Community Roots Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 9, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the "Board of Regents"). The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2025. The School's mission is to provide a rigorous kindergarten through eighth grade learning community where learning is embedded in meaningful real world context where children are deliberately taught to see the connection between school and the world. The School provided education to approximately 472 students in kindergarten through eighth grade during the 2021-2022 academic year.

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

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

Community Roots Charter School

Notes to Financial Statements June 30, 2022 and 2021

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

Net Assets Presentation

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

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

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2022 and 2021.

Restricted Cash

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

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows as of June 30:

	2022	2021
Cash	\$ 2,693,472	\$ 3,161,374
Cash reserve	1,506,480	1,506,183
Restricted cash	73,298	73,276
	<u>\$ 4,273,250</u>	<u>\$ 4,740,833</u>

Property and Equipment

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

Community Roots Charter School

Notes to Financial Statements
June 30, 2022 and 2021

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

Property and Equipment (continued)

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

Computers and equipment	3 years
Furniture and fixtures	7 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2022 and 2021.

Refundable Advances

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

Revenue and Support

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

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

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2022 and 2021 was \$54,370 and \$17,280.

Functional Expense Allocation

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

Community Roots Charter School

Notes to Financial Statements
June 30, 2022 and 2021

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2019.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 13, 2022.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

4. Property and Equipment

Property and equipment, net consists of the following at June 30:

	2022	2021
Computers and equipment	\$ 460,890	\$ 340,420
Furniture and fixtures	219,618	175,181
Leasehold improvements	142,282	142,282
	822,790	657,883
Accumulated depreciation and amortization	(636,748)	(529,932)
	<u>\$ 186,042</u>	<u>\$ 127,951</u>

Assets with a cost basis of \$42,599 and accumulated depreciation of \$42,443 were disposed of during the year ended June 30, 2021. Loss on disposal of property and equipment was \$156 for the year ended June 30, 2021.

Community Roots Charter School

Notes to Financial Statements June 30, 2022 and 2021

5. Liquidity and Availability of Financial Assets

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

	2022	2021
Cash	\$ 2,693,472	\$ 3,161,374
Grants and contracts receivable	546,533	164,643
	3,240,005	3,326,017
Less Board designated net assets	(1,506,480)	(1,506,183)
	<u>\$ 1,733,525</u>	<u>\$ 1,819,834</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use. At June 30, 2022 and 2021, the Board of Trustees has designated \$1,506,480 and \$1,506,183 of net assets without donor restrictions that could be drawn upon through Board resolution and be made available for current operations. The School will continue to rely on funding received from the New York Department of Education to cover its future operating costs (see Note 8).

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School matched employee contributions up to 5% of annual compensation. Employee match for the years ended June 30, 2022 and 2021 amounted to \$258,061 and \$233,531.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and restricted cash on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2022 and 2021, approximately \$3,907,000 and \$4,375,000 of cash and restricted cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2022 and 2021, the School received approximately 78% and 94% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Community Roots Charter School

Notes to Financial Statements June 30, 2022 and 2021

9. Paycheck Protection Program Loan Payable

On March 8, 2021, the School qualified for and received a loan pursuant to the Paycheck Protection Program ("PPP"), a program implemented by the U.S. Small Business Administration ("SBA") under the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"), from a qualified PPP lender, for an aggregate principal and interest amount of \$1,655,665 (the "PPP Loan"). The PPP Loan bore interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, had a term of five years, and was unsecured and guaranteed by the SBA. The principal amount of the PPP Loan was subject to forgiveness under the PPP upon the School's request to the extent that the PPP Loan proceeds were used to pay expenses permitted by the PPP, including payroll costs, covered rent and mortgage obligations, and covered utility payments incurred by the School. The School applied for full forgiveness of the PPP Loan with respect to these covered expenses.

On September 23, 2021, the PPP Loan was forgiven in full by the SBA. The loan forgiveness of \$1,655,665 is included on the accompanying statements of activities under gain on forgiveness of Paycheck Protection Program loan.

10. Commitment

On May 7, 2020, the School renewed a lease agreement with Regus Group Companies for office space under a non-cancelable lease expiring October 31, 2023. Under the terms of the lease, the School paid a security deposit in the amount of \$2,658. Occupancy expense under this lease for the years ended June 30, 2022 and 2021 amounted to \$14,795 and \$17,582.

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

2023	\$ 18,169
2024	6,416
	<u>\$ 24,585</u>

11. Contingency

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

Community Roots Charter School

Notes to Financial Statements June 30, 2022 and 2021

12. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

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

Independent Auditors' Report

**Board of Trustees
Community Roots Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Community Roots Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, 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 13, 2022.

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

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

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

Report on Compliance and Other Matters

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

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 13, 2022

Board of Trustees
Community Roots Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Community Roots Charter School (the "School") as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses as defined above.

This communication is intended solely for the information and use of the management, audit committee, the Board of Trustees, New York City Department of Education, The State Education Department of the State University of New York, and others within the School, and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 13, 2022

Board of Trustees
Community Roots Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Community Roots Charter School (the "School") as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing 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.

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Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses as defined above.

This communication is intended solely for the information and use of the management, audit committee, the Board of Trustees, New York City Department of Education, The State Education Department of the State University of New York, and others within the School, and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 13, 2022



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STATEMENT OF ACCOUNT



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BROOKLYN NY 11205-2932

Page: 1 of 2
Statement Period: Sep 01 2022-Sep 30 2022
Cust Ref #: 7925792728-727-6-###
Primary Account #: 792-5792728

Overdraft update: Grace Period and more good news

Introducing TD Business Overdraft Relief: now you have until 11 p.m. ET the next business day to fix an overdraft with Grace Period†. Plus, we're removing transfer fees for Savings Overdraft Protection and Business Overdraft Protection Line of Credit. †When items are presented for payment that result in your available Account balance being overdrawn by more than \$50, Overdraft Grace provides you with an opportunity to receive refunds for overdraft fees if your available Account balance is at least \$0, inclusive of any pending or posted items, at the end of the next business day. This service is not available for Business Checking on Account Analysis Billing. Learn more at tdbank.com/businessoverdraft

Business Super Money Market

COMMUNITY ROOTS CHARTER SCHOOL

Account # 792-5792728

ACCOUNT SUMMARY

Statement Balance as of 09/01	73,302.10
Plus 0 Deposits and Other Credits	0.00
Plus Interest Paid	1.81
Less 0 Checks and Other Debits	0.00
Statement Balance as of 09/30	73,303.91

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

ACCOUNT ACTIVITY

Transactions by Date

DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE
09/30	INTEREST PAID		1.81	73,303.91

INTEREST SUMMARY

Beginning Interest Rate	0.03%
Number of days in this Statement Period	30
Interest Earned this Statement Period	1.81
Annual Percentage Yield Earned	0.03%
Interest Paid Year to date	16.47

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2 of 2

1	Ending Balance	73,303.91
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

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

Name:

Swati Malik

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

Community Roots Charter School

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

Trustee

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

____ Yes ☒ No

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

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

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

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

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



Signature

04/04/2022

Date

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

Business Telephone: 3475567359

Business Address: 200 West Street, New York, NY 10282

E-mail Address: smalik789@gmail.com

Home Telephone: 3475567359

Home Address: 41 Pierrepont Street, Apt 4, Brooklyn, NY 11201

last revised 04/2021

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:cavel Khan

Name of Charter School Education Corporation:community roots charter school

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

board member, chair of development committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

na

Business Address:

na

E-mail Address:

cavelk@gmail.com

Home Telephone:

631-806-7354

Home Address:

201 clinton ave , 2H brooklyn ny 11205


cavel khan

July 28 2022

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Swati Malik

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

347-556-7359

Business Address:

200 Weet Street, New York, NY10282

E-mail Address:

smalik789@gmail.com

Home Telephone:

347-556-7359

Home Address:

41 Pierrepont Street, Apt 4, Brooklyn, NY 11201



July 28, 2022

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:suzanne fogarty

Name of Charter School Education Corporation:community roots charter school

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☐ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

212-744-2335

Business Address:

100 East End Avenue

E-mail Address:

sfogarty@chapin.edu

Home Telephone:

917-648-0184

Home Address:

555 West 23rd street



7.12.22

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Christine Spadaro

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

718-522-1660

Business Address:

129n Pierrepont Street

E-mail Address:

caspadaro77@gmail.com

Home Telephone:

917-748-6036

Home Address:

45 Sidney Place, Brooklyn, NY 11201

Christine Spadaro

07/19/22

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Tracie Benjamin-Van Lierop

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board of Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
02/14/22	Donation	N/A	Self
03/03/22	Donation	N/A	Self
03/30/22	Donation	N/A	Self
05/05/22	Donation	N/A	Self
06/23/22	Donation	N/A	Marilyn Benjamin
06/23/22	Donation	N/A	Transformation Counseling Services

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

917.847.7669

Business Address:

333 Seventh Avenue, NY, NY 10001

E-mail Address:

TBVanLierop@gmail.com

Home Telephone:

917.847.7669

Home Address:

100 Clifton Place, Jersey City, NJ 07304

Tracie Benjamin Van Lierop

07202022

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Tracey Strauss

Name of Charter School Education Corporation:

community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Co-Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

310-463-0032

Business Address:

599 West Putnam Ave, Greenwich, CT 06830

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traceys@gmail.com

Home Telephone:

212-655-9282

Home Address:

180 Riverside Drive, apt 7A NY, NY 10024



7/28/22

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Joshua Sean Thomases

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board and Education Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

917-816-2247

Business Address:

38 Delancey Street, NY NY 10038

E-mail Address:

jthomases@greatoakscharter.org

Home Telephone:

917-816-2247

Home Address:

135 Washington Avenue Brooklyn NY 11205

Joshua Sean Thomases

07/12/21

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Milad Sedeh

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member of Education Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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. The personal contact information provided below will be redacted.

Business Telephone:

212-883-3632

Business Address:

399 Park Avenue, 4th floor, New York, NY

E-mail Address:

msedeh@gmail.com

Home Telephone:

503-313-4662

Home Address:

125 N 10th ST #S4H Brooklyn, NY 11249



07/28/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Jerry PetitFrere

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

Business Address:

E-mail Address:

jpetitf@gmail.com

Home Telephone:

Home Address:

Jerry Petit-Frere

7/19/2022

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Nigel Pugh

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board of trustees

Chair of Education Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐

Yes

☒

No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐

Yes

☒

No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

nigelpugh100@gmail.com

Home Telephone:

8459012854

Home Address:

3961 Route 212, Lake Hill, New York 12448



7.9.2022

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Allison Keil

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Non-Voting Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

I am the mother of Juno Eastman. She is a rising 4th Grader.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☒ Yes ☐ No

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

I am the K-8 Co-Director. My start date was August 2006. My salary for the 21-22 school year was 187,408.08. My salary for the 22-23 school year will be 194,904.41

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Annual	Salary	Non-Voting Board Member	NA

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

718-858-1629

Business Address:

51 Saint Edwards Street
Brooklyn, NY 11205

E-mail Address:

akeil@communityroots.org

Home Telephone:

9179722285

Home Address:

42 Herkimer Street
Brooklyn, NY 11216



7/25/22

Signature

Date

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

David Mnaheimer

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

9177635217

Business Address:

2585 Broadway 136 NY NY 10025

E-mail Address:

manheimerd@gmail.com

Home Telephone:

646895 9092

Home Address:

2628 Broadway 12A NY NY 10025



7/8/22

Signature

Date

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- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Brian Shaw

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
- Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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. The personal contact information provided below will be redacted.

Business Telephone:

(917) 310-3052

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Brian J Shaw

7-28-2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Sara Stone

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

N/A

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Two of my children attend Community Roots Charter School. Any concerns or needs involving my children are addressed by the other co-director.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☒ Yes ☐ No

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

Co-Director of the Elementary School. Supervision of teaching staff. June 2006
187,408.08

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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Business Telephone:

718.858.1629

Business Address:

51 Saint Edwards Street
Brooklyn, NY 11205

E-mail Address:

sstone@communityroots.org

Home Telephone:

917.885.5757

Home Address:

272A Halsey Street
Brooklyn NY 11216

Sara Stone

7/20/2022

Signature

Date

Acceptable signature formats include:

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Scott Strasser

Name of Charter School Education Corporation:

Community Roots Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Co-Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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. The personal contact information provided below will be redacted.

Business Telephone:

917-331-8489

Business Address:

1350 Avenue of the Americas, Suite 1920
New York, NY 10019

E-mail Address:

sfstrasser@gmail.com

Home Telephone:

212-988-4874

Home Address:

190 East 72nd Street, 19D
New York, NY 10021

Scott Strasser

07/20/22

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Shawn Clark

Name of Charter School Education Corporation:

community Roots

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-
4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

-

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202-321-3400

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239 E. 31st Street, Apt. 2, New York, NY 10016


Shawn Clark

July 28, 2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Board Meeting Minutes

Monday, January 10, 2022 at 6:00pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, S. Fogarty, A. Keil, J. Petit-Frere, N. Pugh, B. Shaw, C. Spadaro, S. Stone, S. Strasser, T. Strauss, M. Sedeh

Absent: S. Clark, C. Khan, D. Manheimer, J. Thomases

Staff/Guests: D. Forsythe, A. Ngeseyan, P. Peterson

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 6:01pm. M. Sedeh seconded, all were in favor.

II. CO-DIRECTORS UPDATE

A. A. Keil, S. Stone and P. Peterson presented on new Covid-19 protocols and quarantine procedures. They answered all questions posed by the Trustees. Co-Chairs, S. Strasser and T. Strauss, supplemented with an update on public attendance policies.

IV. FINANCE COMMITTEE

A. A. Ngeseyan presented the FY22 Budget, present spending and projections; Trustees asked questions and shared insight accordingly.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. D. Forsythe updated board on fundraising to date for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VII. CLOSING ITEMS

A. None. Meeting adjourned at 7:16pm

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Monday, April 4, 2022 at 6:00pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, A. Keil, C. Khan, D. Manheimer, C. Spadaro, S. Stone, S. Strasser, T. Strauss, M. Sedeh

Absent: S. Fogarty, S. Clark, J. Petit-Frere, N. Pugh, B. Shaw, J. Thomases

Staff/Guests: D. Forsythe, S. Malik, A. Ngeseyan, P. Peterson

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 6:04pm. S. Strasser motioned beginning of meeting and approval of March minutes; M. Sedeh seconded, all were in favor.

II. CO-DIRECTORS UPDATE

A. A. Keil, S. Stone and P. Peterson updated the Board on family conferences, related assessment templates for communicating progress to families, and state exam perceptions and observations. Trustees posed questions; Co-Directors' provided insight accordingly.

III. FINANCE COMMITTEE

A. A. Ngeseyan and D. Manheimer updated Board on FY23 budget and the need for additional time. The Finance Committee will review its updates and present to the Board for vote approval at the upcoming May Trustees meeting.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. No update to report.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VII. CLOSING ITEMS

A. None. Meeting adjourned at 6:53pm

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,

D. Forsythe

Board Meeting Minutes

Monday, June 13, 2022 at 6:00pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, S. Fogarty, A. Keil, C. Khan, S. Malik, D. Manheimer, J. Petit-Freire, N. Pugh, M. Sedeh, C. Spadaro, S. Stone, S. Strasser, T. Strauss, J. Thomases

Absent: S. Clark, S. Malik, B. Shaw

Staff/Guests: E. Carstensen, D. Forsythe, P. Peterson

I. OPENING ITEMS

- A. Call meeting to order
 - 1. Meeting was called to order at 6:05pm.

II. CO-DIRECTORS UPDATE

- A. Co-Directors shared update on end of year activities and hiring for FY23.

III. FINANCE COMMITTEE

- A. No update to report.

IV. EDUCATION COMMITTEE

- A. No update to report.

V. DEVELOPMENT COMMITTEE

- A. C. Khan D. Forsythe shared fundraising goals and strategies for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

- A. No update to report.

VII. CLOSING ITEMS

- A. None. Meeting adjourned at 6:30pm.

IX. EXECUTIVE SESSION

- A. Board met for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, February 8, 2022 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: S. Fogarty, A. Keil, D. Manheimer, J. Petit-Frere, N. Pugh, S. Stone, S. Strasser, T. Strauss, M. Sedeh, J. Thomases

Absent: T. Benjamin-Van Lierop, S. Clark, C. Khan, B. Shaw, C. Spadaro

Staff/Guests: D. Forsythe, A. Ngeseyan

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 8:32am. M. Sedeh seconded, all were in favor.

II. CO-DIRECTORS UPDATE

A. No update to report.

III. FINANCE COMMITTEE

A. A. Ngeseyan discussed the FY21 IRS Form 990 and shared an update on upcoming discussion points for the FY23 budget; Trustees asked questions and shared insight accordingly.

IV. REQUIRED VOTING

A. CRCS FY2021 IRS Form 990

- Motion to approve the School's FY2021 IRS Form 990—S. Strasser motioned, D. Manheimer seconded, all were in favor.

V. EDUCATION COMMITTEE

A. No update to report.

VI. DEVELOPMENT COMMITTEE

A. No update to report.

VII. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VIII. CLOSING ITEMS

A. None. Meeting adjourned at 8:47am

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Monday, March 7, 2022 at 6:30pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, A. Keil, C. Khan, D. Manheimer, N. Pugh, M. Sedeh, C. Spadaro, S. Stone, S. Strasser, T. Strauss, J. Thomases

Absent: S. Clark, S. Fogarty, J. Petit-Frere, B. Shaw

Staff/Guests: E. Carstensen, D. Forsythe, A. Ngeseyan, P. Peterson, L. Raymond-Tolan

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 6:34pm.
2. Approval of February Meeting Minutes: S. Strasser motioned, C. Khan seconded, all were in favor.

II. REQUIRED VOTING

A. Election of New Trustee

- o Motion to approve appointment of S. Malik to CRCS Board of Trustees—T. Strauss motioned, D. Manheimer seconded, all were in favor.

B. CRCS Participation in Research Proposal

- o Motion to approve the School's participation in study conducted by L. Raymond Tolan—S. Strasser motioned, D. Manheimer seconded, all were in favor.

III. CO-DIRECTORS UPDATE

A. No update to report. A. Keil conveyed PEAS' desire to further integrate CRCS' school community into Board meetings through faculty/community member highlights. Accordingly, a video clip showcasing a current CRCS alumna was shared.

IV. FINANCE COMMITTEE

A. D. Manheimer and A. Ngeseyan presented a financial update, discussing pertinent matters and projections. Their report focused on pertinent information needed to contextualize the motion to authorize and approve allotment of funds to full-time staff. Trustees asked questions and offered ideas with appropriate staff and Finance Committee members responding as needed. D. Manheimer motioned to approve discussed use of funds, S. Strasser seconded, all were in favor.

V. EDUCATION COMMITTEE

A. N. Pugh shared updated report from recent Committee meeting spanning implementation, evaluation and strategic planning across academics, programs and enrollment.

VI. DEVELOPMENT COMMITTEE

A. D. Forsythe shared fundraising goals and strategies for FY22.

VII. BOARD DEVELOPMENT COMMITTEE

A. S. Strasser and T. Strauss shared information re: vote above motioning to approve S. Malik to the School's Board of Trustees.

VIII. CLOSING ITEMS

A. None. Meeting adjourned at 8:05pm.

IX. EXECUTIVE SESSION

A. Board met for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, May 3, 2022 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, A. Keil, C. Khan, S. Malik, N. Pugh, M. Sedeh, S. Stone, S. Strasser, T. Strauss, J. Thomases

Absent: S. Clark, D. Manheimer, J. Petit-Frere, C. Spadaro

Staff/Guests: E. Carstensen, D. Forsythe, A. Ngeseyan, P. Peterson

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 8:33am.
2. Approval of April Meeting Minutes: S. Strasser motioned, T. Benjamin-Van Lierop seconded, all were in favor.

II. REQUIRED VOTING

A. [Post-DOE Approval] Election of New Trustee

- o Motion to approve appointment of S. Malik to CRCS Board of Trustees with DOE approval—T. Strauss motioned, S. Strasser seconded, all were in favor.

III. CO-DIRECTORS UPDATE

A. No update to report.

IV. FINANCE COMMITTEE

A. A. Ngeseyan presented FY23 Budget. Trustees asked any remaining questions. FY23 Budget was then voted upon:

- o Motion to approve FY23 Budget as presented by the Finance Committee and A. Ngeseyan—S. Strasser motioned, S. Fogarty seconded, all were in favor.

V. EDUCATION COMMITTEE

A. No update to report.

VI. DEVELOPMENT COMMITTEE

A. C. Khan, M. Sedeh and D. Forsythe shared fundraising goals and strategies for FY22.

VII. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VIII. CLOSING ITEMS

A. None. Meeting adjourned at 9:22am.

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, December 7, 2021 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, S. Fogarty, A. Keil, C. Khan, J. Petit-Frere, M. Sedeh, S. Stone

Absent: D. Manheimer, N. Pugh, B. Shaw, S. Strasser, T. Strauss, M. Sedeh
S. Clark, C. Spadaro, J. Thomases

Staff/Guests: E. Carstensen, D. Forsythe, B. Holmes, A. Ngeseyan, P. Peterson

I. OPENING ITEMS

- A. Call meeting to order
 - 1. Meeting was called to order at 8:35am.

II. CO-DIRECTORS UPDATE

- A. No update to report.

IV. FINANCE COMMITTEE

- A. No update to report.

IV. EDUCATION COMMITTEE

- A. No update to report.

V. DEVELOPMENT COMMITTEE

- A. D. Forsythe shared fundraising and related committee updates.

VI. BOARD DEVELOPMENT COMMITTEE

- A. No update to report.

VII. CLOSING ITEMS

- A. B. Holmes expressed an interest in communicating with the Board of Trustees. Procedures and protocols for connecting with Trustees were shared. Meeting adjourned at 9:03am.

IX. EXECUTIVE SESSION

- A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Monday, November 15, 2021 at 6:00pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: S. Fogarty, A. Keil, D. Manheimer, N. Pugh, B. Shaw, S. Stone, S. Strasser, T. Strauss, M. Sedeh

Absent: T. Benjamin-Van Lierop, S. Clark, C. Khan, J. Petit-Frere, C. Spadaro, J. Thomases

Staff/Guests: E. Carstensen, J. Ciorciari, D. Forsythe, H. Iannoli, A. Ngeseyan, K. Parris, P. Peterson, B. Rust, G. Saliba,

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 6:04pm.
2. Approval of October Meeting Minutes: S. Strasser motioned, D. Manheimer seconded, all were in favor.

II. CO-DIRECTORS UPDATE

A. A. Keil, S. Stone, E. Carstensen and P. Peterson presented student learning data, analysis, and resulting strategies with presentations included by H. Iannoli, MS Director of Student Support, B. Rust, ES Math Coach, and K. Parris, MS Director of Operations and Data. D. Forsythe also updated the Board on the school's enrollment strategies for the upcoming class.

IV. FINANCE COMMITTEE

A. G. Saliba and J. Ciorciari presented CRCS' FY21 Audit. D. Manheimer and A. Ngeseyan supported as needed; Trustees asked questions and shared insight accordingly.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. D. Forsythe updated board on fundraising to date for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VII. CLOSING ITEMS

A. None. Meeting adjourned at 7:42pm

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, August 10, 2021 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: A. Keil, C. Khan, J. Petit-Frere, M. Sedeh, B. Shaw, C. Spadaro, S. Stone, S. Strasser, T. Strauss, J. Thomases

Absent: T. Benjamin-Van Lierop, S. Clark, S. Fogarty, D. Manheimer, N. Pugh

Staff/Guests: E. Carstensen, D. Forsythe, A. Ngeseyan

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 8:33am.
2. Approval of July Meeting Minutes: S. Strasser motioned, J. Thomases seconded, all were in favor.

II. DIRECTORS UPDATE

A. E. Carstensen, A. Keil and S. Stone updated the board on latest guidance and mandates from DOE regarding fall 2021 reopening. Questions were posed regarding pertinent decision making expectations from Trustees and support needed by the co-directors.

IV. FINANCE COMMITTEE

A. A. Ngeseyan updated Trustees on audit timeline and pertinent deadlines.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. D. Forsythe updated board on development planning for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VII. CLOSING ITEMS

A. None. Meeting adjourned at 9:00am.

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Annual Board Meeting Minutes

Monday, September 20, 2021 at 6:00pm

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, A. Keil, C. Khan, D. Manheimer, J. Petit-Frere, N. Pugh, M. Sedeh, B. Shaw, C. Spadaro, S. Stone, S. Strasser, T. Strauss

Absent: S. Clark, S. Fogarty, J. Thomases

Staff/Guests: D. Forsythe, A. Ngeseyan, P. Peterson

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 6:04pm.
2. Approval of August Meeting Minutes: S. Strasser motioned, C. Spadaro seconded, all were in favor.

II. CO-DIRECTORS UPDATE

A. N. Pugh, Ed. Committee Chair, reminded Board of Co-Director Self Appraisal components and process; summarized this year's self-appraisals; guided Trustees through the findings. A. Keil, S. Stone addressed remaining questions. P. Peterson, A. Keil, S. Stone presented on reopening and current goals, foci, and policies. Trustees commented and posed questions accordingly.

IV. FINANCE COMMITTEE

A. A. Ngeseyan updated Trustees on current financial snapshot.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. D. Forsythe updated board on development planning for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

VII. CLOSING ITEMS

A. None. Meeting adjourned at 7:16pm.

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, October 12, 2021 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: S. Fogarty, A. Keil, C. Khan, D. Manheimer, M. Sedeh, S. Stone, S. Strasser, T. Strauss

Absent: T. Benjamin-Van Lierop, S. Clark, S. Fogarty, J. Petit-Frere, N. Pugh, B. Shaw, C. Spadaro, J. Thomases,

Staff/Guests: D. Forsythe, A. Ngeseyan, E. Carstensen

I. OPENING ITEMS

- A. Call meeting to order
 - 1. Meeting was called to order at 8:32am.
 - 2. Approval of September Meeting Minutes: T. Strauss motioned, S. Strasser seconded, all were in favor.

II. CO-DIRECTORS UPDATE

- A. No update to report.

IV. FINANCE COMMITTEE

- A. A. Ngeseyan updated Trustees on PPP Loan approval and audit timeline.

IV. EDUCATION COMMITTEE

- A. No update to report.

V. DEVELOPMENT COMMITTEE

- A. D. Forsythe updated board on fundraising to date for FY22.

VI. BOARD DEVELOPMENT COMMITTEE

- A. No update to report.

VII. CLOSING ITEMS

- A. None. Meeting adjourned at 8:40am.

IX. EXECUTIVE SESSION

- A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe

Board Meeting Minutes

Tuesday, July 13, 2021 at 8:30am

LOCATION

Public meeting accessible via video Zoom conference, [Link](#)

ATTENDANCE

Present via video conference: T. Benjamin-Van Lierop, D. Manheimer, J. Petit-Frere, C. Spadaro, S. Stone, S. Strasser, T. Strauss

Absent: S. Clark, S. Fogarty, J. Thomases, A. Keil, C. Khan, M. Sedeh, N. Pugh, B. Shaw

Staff/Guests: D. Forsythe, A. Ngeseyan

I. OPENING ITEMS

A. Call meeting to order

1. Meeting was called to order at 8:33am.
2. Approval of June Meeting Minutes: S. Strasser motioned, T. Benjamin-Van Lierop seconded, all were in favor.

II. DIRECTORS UPDATE

A. S. Stone updated Trustees on latest guidance from DOE re: fall 2021 opening and shared timeline of when additional guidance is said to be released.

IV. FINANCE COMMITTEE

A. No update to report.

IV. EDUCATION COMMITTEE

A. No update to report.

V. DEVELOPMENT COMMITTEE

A. No update to report.

VI. BOARD DEVELOPMENT COMMITTEE

A. No update to report.

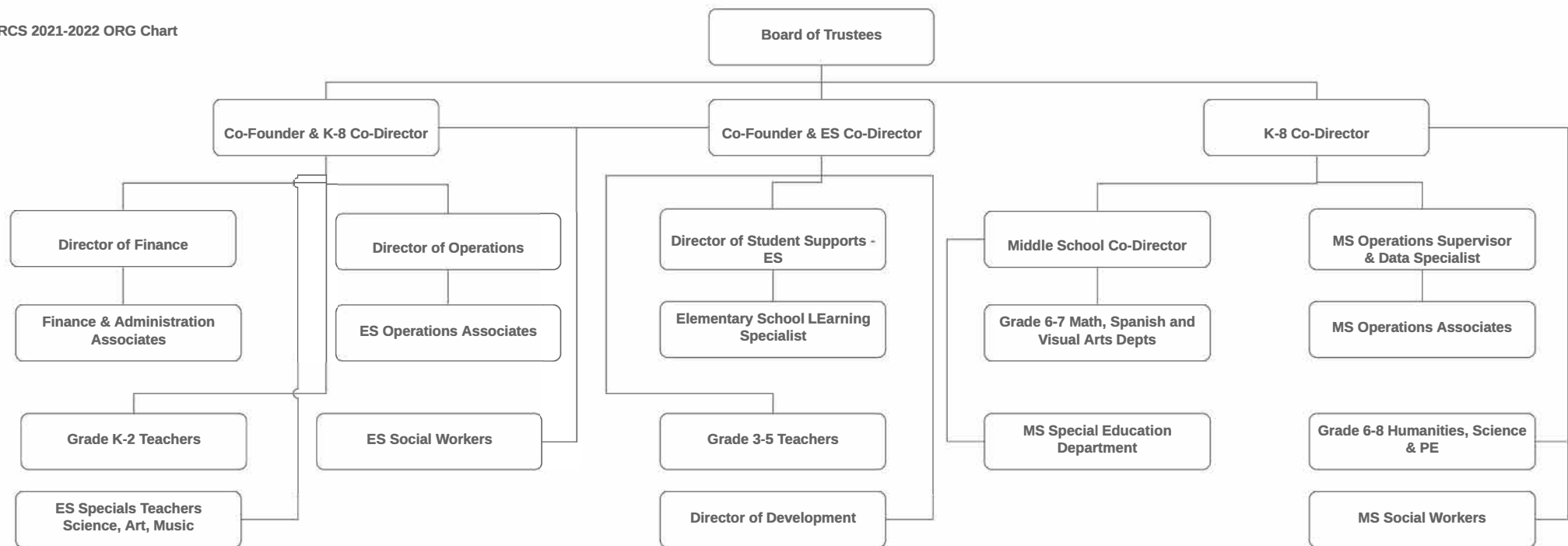
VII. CLOSING ITEMS

A. None. Meeting adjourned at 8:45am.

IX. EXECUTIVE SESSION

A. Board did not meet for Executive Session.

Respectfully Submitted,
D. Forsythe



Community Roots 2022-2023 Calendar (Draft June 2022)

Date	Description	Comments
Thursday, September 8, 2022	First day of school K-8	12:00 DISMISSAL KINDERGARTEN ONLY
Friday, September 9, 2022	1/2 DAY KINDERGARTEN	12:00 DISMISSAL KINDERGARTEN ONLY
Monday, September 12, 2022		
Tuesday, September 13, 2022		
Wednesday, September 14, 2022		
Thursday, September 15, 2022	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, September 16, 2022		
Monday, September 19, 2022		
Tuesday, September 20, 2022		
Wednesday, September 21, 2022		
Thursday, September 22, 2022		
Friday, September 23, 2022		
Monday, September 26, 2022	Rosh Hashanah	School Closed
Tuesday, September 27, 2022	Rosh Hashanah	School Closed
Wednesday, September 28, 2022		
Thursday, September 29, 2022		
Friday, September 30, 2022		
Monday, October 3, 2022		
Tuesday, October 4, 2022		
Wednesday, October 5, 2022	Yom Kippur	School Closed
Thursday, October 6, 2022		
Friday, October 7, 2022		
Monday, October 10, 2022	Indigenous Peoples' Day	School Closed
Tuesday, October 11, 2022		
Wednesday, October 12, 2022		
Thursday, October 13, 2022	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, October 14, 2022		
Monday, October 17, 2022		
Tuesday, October 18, 2022		
Wednesday, October 19, 2022		
Thursday, October 20, 2022		
Friday, October 21, 2022		
Monday, October 24, 2022		
Tuesday, October 25, 2022		
Wednesday, October 26, 2022		
Thursday, October 27, 2022		
Friday, October 28, 2022		
Monday, October 31, 2022		
TBA	K-8 Family Conferences - Fall	No School for Students
Tuesday, November 1, 2022		
Wednesday, November 2, 2022		
Thursday, November 3, 2022		
Friday, November 4, 2022		
Monday, November 7, 2022		
Tuesday, November 8, 2022	Election Day	No School for Students
Wednesday, November 9, 2022		
Thursday, November 10, 2022		
Friday, November 11, 2022	Veterans Day	School Closed
Monday, November 14, 2022		

Tuesday, November 15, 2022		
Wednesday, November 16, 2022		
Thursday, November 17, 2022	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, November 18, 2022		
Monday, November 21, 2022		
Tuesday, November 22, 2022		
Wednesday, November 23, 2022	Thanksgiving	School Closed
Thursday, November 24, 2022	Thanksgiving	School Closed
Friday, November 25, 2022	Thanksgiving	School Closed
Monday, November 28, 2022		
Tuesday, November 29, 2022		
Wednesday, November 30, 2022		
Thursday, December 1, 2022		
Friday, December 2, 2022		
Monday, December 5, 2022		
Tuesday, December 6, 2022		
Wednesday, December 7, 2022		
Thursday, December 8, 2022		
Friday, December 9, 2022		
Monday, December 12, 2022		
Tuesday, December 13, 2022		
Wednesday, December 14, 2022		
Thursday, December 15, 2022	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, December 16, 2022		
Monday, December 19, 2022		
Tuesday, December 20, 2022		
Wednesday, December 21, 2022		
Thursday, December 22, 2022		
Friday, December 23, 2022	Winter Recess	School Closed
Monday, December 26, 2022	Christmas Day (observed)	School Closed
Tuesday, December 27, 2022	Winter Recess	School Closed
Wednesday, December 28, 2022	Winter Recess	School Closed
Thursday, December 29, 2022	Winter Recess	School Closed
Friday, December 30, 2022	Winter Recess	School Closed
Monday, January 2, 2023	New Year's Day (observed)	School Closed
Tuesday, January 3, 2023		
Wednesday, January 4, 2023		
Thursday, January 5, 2023		
Friday, January 6, 2023		
Monday, January 9, 2023		
Tuesday, January 10, 2023		
Wednesday, January 11, 2023		
Thursday, January 12, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, January 13, 2023		
Monday, January 16, 2023	Rev. Dr. Martin Luther King Jr. Day	School Closed
Tuesday, January 17, 2023		
Wednesday, January 18, 2023		
Thursday, January 19, 2023		
Friday, January 20, 2023		
Monday, January 23, 2023		
Tuesday, January 24, 2023		
Wednesday, January 25, 2023		
Thursday, January 26, 2023		
Friday, January 27, 2023		
Monday, January 30, 2023		
Tuesday, January 31, 2023		

Wednesday, February 1, 2023		
Thursday, February 2, 2023		
Friday, February 3, 2023		
Monday, February 6, 2023		
Tuesday, February 7, 2023		
Wednesday, February 8, 2023		
Thursday, February 9, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, February 10, 2023		
Monday, February 13, 2023		
Tuesday, February 14, 2023		
Wednesday, February 15, 2023		
Thursday, February 16, 2023		
Friday, February 17, 2023		
Monday, February 20, 2023	Midwinter Recess	School Closed
Tuesday, February 21, 2023	Midwinter Recess	School Closed
Wednesday, February 22, 2023	Midwinter Recess	School Closed
Thursday, February 23, 2023	Midwinter Recess	School Closed
Friday, February 24, 2023	Midwinter Recess	School Closed
Monday, February 27, 2023		
Tuesday, February 28, 2023		
TBA	K-8 Family Conferences - Spring	No School for Students
Wednesday, March 1, 2023		
Thursday, March 2, 2023		
Friday, March 3, 2023		
Monday, March 6, 2023		
Tuesday, March 7, 2023		
Wednesday, March 8, 2023		
Thursday, March 9, 2023		
Friday, March 10, 2023		
Monday, March 13, 2023		
Tuesday, March 14, 2023		
Wednesday, March 15, 2023		
Thursday, March 16, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, March 17, 2023		
Monday, March 20, 2023		
Tuesday, March 21, 2023		
Wednesday, March 22, 2023		
Thursday, March 23, 2023		
Friday, March 24, 2023		
Monday, March 27, 2023		
Tuesday, March 28, 2023		
Wednesday, March 29, 2023		
Thursday, March 30, 2023		
Friday, March 31, 2023		
Monday, April 3, 2023		
Tuesday, April 4, 2023		
Wednesday, April 5, 2023		
Thursday, April 6, 2023	First Day of Passover	School Closed
Friday, April 7, 2023	Second Day of Passover / Good Friday	School Closed
Monday, April 10, 2023	Spring Recess	School Closed
Tuesday, April 11, 2023	Spring Recess	School Closed
Wednesday, April 12, 2023	Spring Recess	School Closed
Thursday, April 13, 2023	Spring Recess	School Closed
Friday, April 14, 2023	Spring Recess	School Closed
Monday, April 17, 2023		
Tuesday, April 18, 2023		

Wednesday, April 19, 2023		
Thursday, April 20, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, April 21, 2023	Eid al-Fitr	School Closed
Monday, April 24, 2023		
Tuesday, April 25, 2023		
Wednesday, April 26, 2023		
Thursday, April 27, 2023		
Friday, April 28, 2023		
Monday, May 1, 2023		
Tuesday, May 2, 2023		
Wednesday, May 3, 2023		
Thursday, May 4, 2023		
Friday, May 5, 2023		
Monday, May 8, 2023		
Tuesday, May 9, 2023		
Wednesday, May 10, 2023		
Thursday, May 11, 2023		
Friday, May 12, 2023		
Monday, May 15, 2023		
Tuesday, May 16, 2023		
Wednesday, May 17, 2023		
Thursday, May 18, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, May 19, 2023		
Monday, May 22, 2023		
Tuesday, May 23, 2023		
Wednesday, May 24, 2023		
Thursday, May 25, 2023		
Friday, May 26, 2023		
Monday, May 29, 2023	Memorial Day	School Closed
Tuesday, May 30, 2023		
Wednesday, May 31, 2023		
Thursday, June 1, 2023		
Friday, June 2, 2023		
Monday, June 5, 2023		
Tuesday, June 6, 2023		
Wednesday, June 7, 2023		
Thursday, June 8, 2023	Anniversary Day / Chancellor's Conference Day for staff development; students do not attend.	No School for Students
Friday, June 9, 2023	Clerical Day for elementary schools, middle schools, K-12 schools, and standalone D75 programs; students in these schools do not attend.	No School for Students
Monday, June 12, 2023		
Tuesday, June 13, 2023		
Wednesday, June 14, 2023		
Thursday, June 15, 2023	1/2 Day - Staff PD	12:00 DISMISSAL
Friday, June 16, 2023		
Monday, June 19, 2023	Juneteenth	School Closed
Tuesday, June 20, 2023		
Wednesday, June 21, 2023		
Thursday, June 22, 2023		
Friday, June 23, 2023	Last day of school for students	12:00 DISMISSAL