



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/23/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893

### 2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 13

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	51 SAINT EDWARDS STREET ROOM 328 BROOKLYN, NY 11205	718-858-1629	718-858-1754	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	ALLISON KEIL
Title	CO-DIRECTOR/CO-FOUNDER
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

WWW.COMMUNITYROOTS.ORG

## 6. DATE OF INITIAL CHARTER

2006-04-01 00:00:00

## 7. DATE FIRST OPENED FOR INSTRUCTION

2006-09-01 00:00:00

## 8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

454

## 9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

	Yes/No	Name of CMO/EMO
	No	

## Page 2

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	51 SAINT EDWARDS STREET ROOM 328 BROOKLYN, NY 11205	718-858-1629	BROOKLYN (TOTAL)	K-5	Yes	DOE space
Site 2	50 NAVY STREET 3RD FLOOR BROOKLYN, NY 11201	718-522-2166	BROOKLYN (TOTAL)	6-8	Yes	DOE space

Site 3					
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**12a. Please provide the contact information for Site 1 (same as the primary site).**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	SANDY LEE	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]

**12b. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	MAX FAMILIAN	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]

**13. Are the School sites co-located?**

Yes

**13a. Please list the terms of your current co-location.**

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

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**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

SANDY LEE - DIRECTOR OF OPERATIONS

**16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

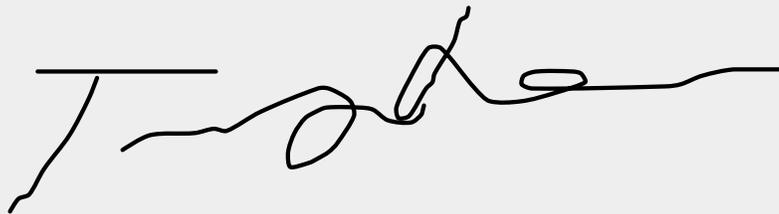
Responses Selected:

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read 'Sandy Lee'.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read 'T. Lee'.

**Thank you.**



# Appendix F: BOT Membership Table

Created: 07/27/2015

Last updated: 07/29/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Scott Strasse	[REDACTED]	Chair/Board President	Yes	Finance	Elected 2010, Expires 2018
2	Marion Panas	[REDACTED]	Secretary	Yes	Legal	Elected 2006, Expires 2016
3	Allison Keil	[REDACTED]	Trustee/Member	No	Education	Elected 2006, Expires 2017
4	Sara Stone	[REDACTED]	Trustee/Member	No	Education	Elected 2006, Expires 2016
5	K. Don Cornwell	[REDACTED]	Trustee/Member	Yes	Finance	Elected 2006, Expires 2017
6	Katherine O'Donnell	[REDACTED]	Trustee/Member	Yes	Education	Elected 2010, Expires 2016
7	Beth Lief	[REDACTED]	Trustee/Member	Yes	Education	Elected 2006, Expires 2018
8	Tracey Strauss	[REDACTED]	Chair/Board President	Yes	Development	Elected 2006, Expires 2018
9	Suzzane fogarty	[REDACTED]	Trustee/Member	Yes	Education	Elected 2013, Expires 2017
10	Christine Spadaro	[REDACTED]	Trustee/Member	Yes	Education, Development	Elected 2013, Expires 2017
11	Erica Hamilton	[REDACTED]	Trustee/Member	Yes	Education	Elected 2013, Expires 2017
12	Omar Kara	[REDACTED]	Trustee/Member	Yes	Finance	Elected 2014, Expires 2016
13	Kristin Conklin	[REDACTED]	Trustee/Member	Yes	Development	Elected 2014, Expires 2018
14	Brian Shaw	[REDACTED]	Trustee/Member	Yes	Finance	Elected 2015, Expires 2018
15	Sarah Rackoff	[REDACTED]	Trustee/Member	Yes	Legal	Elected 2015, Expires 2018
16	David Manheimer	[REDACTED]	Trustee/Member	Yes	Finance	Elected 2015, Expires 2018
17						

18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

3

**3. Total Number of Members Departing the Board during the 2014-15 school year**

1

**4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?**

21

**5. How many times did the Board meet during the 2014-15 school year?**

7

**6. How many times will the Board meet during the 2015-16 school year?**

12

**Thank you.**



# Appendix A: Link to the New York State School Report Card

Created: 07/27/2015

Last updated: 07/29/2015

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## Page 1

**Charter School Name:**

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### 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000059312>



# Appendix A: Progress Toward Goals

Created: 07/29/2015

Last updated: 11/02/2015

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Charter School Name:

## 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/profile.php?instid=800000059312>

## 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

#### 2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
				In math K8 we continue to make shifts in our approach to developing students acuity with the Common Core. Teachers are receiving professional development on differentiating their curriculum by adding visuals, providing a range of tools, and employing different lesson formats that give access to a variety of learners. To help us assess student learning, this summer (2015) we worked with a number of

<p>Academic Goal 1</p>	<p>Each year 75% of CRCS students in grades 3-5 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; 75% of the grade 4 students will demonstrate proficiency on the NYS Science exam; and 75% of the grade 5 students will demonstrate proficiency on the NYS Social Studies exams.</p>	<p>New York State Standardized Exams Data Unavailable</p>	<p>Grade 3 ELA 64% Grade 3 Math 66% Grade 4 ELA 50% Grade 4 Math 49% Grade 5 ELA 46% Grade 5 Math 38% Grade 6 ELA 45% Grade 6 Math 40% Grade 7 ELA 29% Grade 7 Math 39% Grade 8 ELA 43% Grade 8 Math 40% Grade 4 Science 88% Grade 8 Science 83%</p>	<p>other charter schools to develop a bank of math questions (including written response and multiple choice). We have also provided professional development on formative assessments like conferring and exit tickets, which allow teachers to make instructional choices during a unit.</p> <p>In ELA in grades 3-5 we are focusing on small group instruction, using combination of guided reading, strategy groups, and literature circles to address the data collected from conferences, interim assessments (multiple choice and short and extended written response), and Reading Assessments (DRA and Fountas and Pinnell). We began this work during summer PD with staff led workshops on small group formats, using student data to form groups, and are continuing this work in the school year with meeting time set aside to look at the data and develop plans. The literacy staff developer is also supporting this work. In ELA in grades 6-8, we are implementing the Engage New York ELA units. Our teachers are also regularly conferencing with students to assess their reading progress using QRI reading assessments. Across the middle school we are focusing on two high impact coteaching models (parallel and station teaching), which decrease the student to teacher ratio and increase differentiation opportunities. In summer professional development and pd sessions during the school year we have been supporting teachers in how to plan lessons using these models to support all students in meeting lesson learning targets. In grade 8, teachers are also analyzing and responding to assessment data gathered from the interim assessments developed in collaboration with Public Prep network.</p>
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<p>Academic Goal 2</p>	<p>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 proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.</p>	<p>New York State Standardized Exams Data Unavailable</p>	<p>Students graduating from the Elementary School:</p> <p>ELA  Class of 2015: 43% in 2013, 50% in 2014 and 46% in 2015  Class of 2016: 47% in 2014 and 50% in 2015  Class of 2015: 64% in 2015</p> <p>Math  Class of 2015: 47% in 2013, 46% in 2014 and 38% in 2015  Class of 2016: 59% in 2014 and 49% in 2015  Class of 2015: 66% in 2015</p> <p>Students graduating from the Middle School:</p> <p>ELA  Class of 2015: 31% in 2013, 35% in 2014 and 43% in 2015  Class of 2016: 29% in 2014 and 29% in 2015  Class of 2015: 45% in 2015</p> <p>Math  Class of 2015: 29% in 2013, 35% in 2014 and 40% in 2015  Class of 2016: 40% in 2014 and 39% in 2015  Class of 2015: 40% in 2015</p>	<p>See Above</p>
			<p>Grades K-5  1) SOCIAL/EMOTIONAL DEVELOPMENT  2) ENGLISH LANG ARTS  3) MATH  4) SOCIAL STUDIES</p> <p>KIND  1) 79%  2) 83%  3) 84%  4) 90%</p> <p>1ST GRADE  1) 82%  2) 78%  3) 87%  4) 95%</p> <p>2ND GRADE  1) 80%  2) 84%  3) 80%  4) 91%</p>	<p>The goal was met except in fourth, fifth and eighth grade in mathematics. We are continuing to work with two math specialists in our elementary school (K-2 and 3-5) who have begun to spend more of their time giving direct instruction to students who are below grade level in math. They continue to work alongside teachers to give direct support with planning, instruction and assessments, including analyzing student data.</p> <p>This year in both the elementary school and middle school we will be increasing professional development on two of the high impact co-teaching models (parallel and station teaching) which helps decrease student to</p>

<p>Academic Goal 3</p>	<p>Each year at least 75% of CRCS students in grades K-8 will meet or exceed CRCS Exit Outcomes in all content areas.</p>	<p>Community Roots End of Year Checklist Reports</p>	<p>4) 94%  <b>3RD GRADE</b>  1) 87%  2) 89%  3) 86%  4) 98%  <b>4TH GRADE</b>  1) 85%  2) 83%  3) 70%  4) 96%  <b>5TH GRADE</b>  1) 86%  2) 90%  3) 71%  4) 94%</p> <p>Grades 6-8  1) ELA  2) SOCIAL STUDIES  3) MATH  4) SCIENCE</p> <p><b>6TH GRADE</b>  1) 91%  2) 98%  3) 89%  4) 96%  <b>7th GRADE</b>  1) 85%  2) 91%  3) 80%  4) 85%  <b>8th Grade</b>  1) 91%  2) 98%  3) 58%  4) 91%</p>	<p>teacher ratio and provide increased opportunity for differentiation.</p> <p>This summer, all middle school math teachers will also be participating in a week long training in using the CMP3 common core aligned curriculum, which we have been using along with the Engage NY math curriculum.</p> <p>Our 7th-8th grade math teaching team is changing for the coming school year (including both an experienced math teacher and a special education teacher) and we have increased the number of learning specialists in the middle school to provide more direct support to students who are below grade level in math.</p> <p>We had a few new students in fourth and eighth grade this year which may have effected these percentages as well.</p> <p>Additionally these grades have not had common core aligned curriculum since Kindergarten, therefore resulting in fewer years with instruction based off of these standards with which they are being assessed on.</p>
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Academic Goal 4	The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD13.	New York State Standardized Exams	<p>3rd Grade D13 ELA: 30% CRCS ELA: 64% D13 MATH: 37% CRCS MATH: 6^%</p> <p>4th Grade D13 ELA: 33% CRCS ELA: 50% D13 MATH: 31% CRCS MATH: 49%</p> <p>5th Grade D13 ELA: 30% CRCS ELA: 46% D13 MATH: 36% CRCS MATH: 38%</p> <p>6th Grade D13 ELA: 18% CRCS ELA: 45% D13 MATH: 16% CRCS MATH: 40%</p> <p>7th Grade D13 ELA: 17% CRCS ELA: 29% D13 MATH: 16% CRCS MATH: 39%</p> <p>8th Grade D13 ELA: 20% CRCS ELA: 43% D13 MATH: 7% CRCS MATH: 40%</p>	
Academic Goal 5	Each year, the School will receive a 'B' or higher on the Student Progress section of the DOE Progress Report.	DOE Progress Report	Data Unavailable	

Academic Goal 6	Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	New York State Report Card	Grade 3 4 5 6 7 8 D13ELA 30% 33% 30% 18% 17% 20% CRCS ELA 64% 50% 46% 45% 29% 43% D13 MA TH 37% 31% 36% 16% 16% 7% CRCS MATH 66% 49% 38% 40% 39% 40%	
Academic Goal 7	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas on the ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas on the ECLAS-2.	ECLAS-2 was discontinued. Fox in a Box is an identical assessment and is now used at CRCS in Fall and Spring in Kindergarten, First and Second Grade.	90% of Kindergarten Students met Fox in a Box benchmarks.76% in First Grade met the applicable benchmarks for sight words and 70% in decoding. 84% of 2nd Grade students met applicable Fox in a Box benchmarks.	The cohort of students in First Grade has considerable challenges specifically in reading. There were 5 students who came to CRCS in First Grade, having attended Kindergarten elsewhere 3 of whom came in at a beginning of Kindergarten reading level. In February the First Grade team, Co-Director and Literacy Staff Developer redesigned the approach to teaching reading for this cohort increasing intervention for those not meeting benchmarks. 4 students will be repeating First Grade.
Academic Goal 8				

**2a1. Do have more academic goals to add?**

No

**2a2. Do have more academic goals to add?**

Page 2**2b. ORGANIZATIONAL GOALS****2014-15 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	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/Jumprope	Attendance Average 94.3%  Returning Students 97%	The middle school social work team is undertaking a school wide program to address attendance and tardies in collaboration with students and families for those students who are below 90% average daily attendance.
Org Goal 2	Each year, the School will comply with all applicable laws, rules, regulations and contract terms	Renewal Report and Annual Audit (not yet complete)	Each year CRCS reviews applicable laws, rules and regulations to ensure that the school is operating in compliance. CRCS also consults with legal counsel when new regulations emerge to make any necessary adjustments to ensure compliance.	CRCS increased the number of Board Meetings to 12 meetings per year beginning in July 2015.

Org Goal 3	Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School's contract.	Charter Agreement	<p>_454_ students enrolled for _450_ seats</p> <p>Grade Enrolled # Seats per Charter</p> <p>Kindergarten 49 50</p> <p>1st 50 50</p> <p>2nd 50 50</p> <p>3rd 50 50</p> <p>4th 50 50</p> <p>5th 50 50</p> <p>6th 53 50</p> <p>7th 55 50</p> <p>8th 47 50</p>	Beginning with school year 2015-2016, the number of seats in grades 6-8 have been increased to 54 per grade.
Org Goal 4	Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE Learning Environment Survey or on the CRCS Family Satisfaction Survey. CRCS will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect on the NYCDOE Learning Environment Survey.	NYCDOE School Survey	97% of Parent responses expressed Satisfaction across all domains	<p>The domains and scoring system on the NYC DoE Survey have changed since this goal was written.</p> <p>This data reflects responses to current domains.</p>

Org Goal 5	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey or on the CRCS Teacher Satisfaction Survey. CRCS will also score 7.5 or higher on each of the four survey domains on the NYCDOE Learning Environment Survey.	NYCDOE Learning Environment Survey	94% of Teacher responses expressed Satisfaction across all domains	The domains and scoring system on the NYC DoE Survey have changed since this goal was written.  This data reflects responses to current domains.
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**2b.1 Do you have more organizational goals to add?**

Yes

**2014-15 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Responsive School Leadership, Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's participation in Board subcommittees.	Board Meeting minutes and Co-Director Evaluation	School leadership reports at every board meeting. Co-Directors are evaluated annually based on goals co-created with the Education Committee. The Co-Directors met their annual goals. The Finance Committee has been instrumental in the school's process of creating a budget that keeps the school in a strong financial position while prioritizing meeting student needs.	N/A
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

**2c. FINANCIAL GOALS**

**2014-15 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	In April of 2014 the Board of Trustees met, discussed and approved the FY14-15 Budget at the recommendation of the Finance Committee and Director of Finance. Through the 14-15 fiscal year, quarterly reviews of the budget vs actual analysis was presented to the Board by the Director of Finance.	As of 06/30/15 the CRCS expect to produce a surplus of \$107,093 including depreciation costs vs an originally planned deficit of \$149,016. The capital expenditure cost for the year was \$160,000. The aforementioned surplus was driven primarily by higher than expected Special Education revenue at \$330,191 over plan despite not hitting our General Education enrollment targets and \$79,034 over budget in private fundraising. This account for an overall revenue increase vs budget of \$206,986. Special education revenue and increased focus on private fundraising continue to be key drivers of favorable changes to our revenue base.	n/a
Financial Goal 2	Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	CRCS submits to an annual financial audit administered by Frutcher, Rosen & Co. In addition we perform independent quarterly reviews with consultants from Charter School Business Management, Inc. (CSBM) to ensure added levels of transparency and oversight of the school's books.	Final results for the 2014-2015 audit are pending and should be available by November 1st, 2015 but interim preliminary field work and testing conducted by our financial auditors and CSBM show no material weaknesses within the schools financial and operations activities.	n/a
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 07/28/2015

## Page 1

**Charter School Name:**

### **B. Financial Information**

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

#### **1. Total Expenditures Per Child**

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	8083108
Line 2: Year End Per Pupil Count	452
Line 3: Divide Line 1 by Line 2	17883

#### **2. Administrative Expenditures per Child**

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

**To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	0
Line 2: Management and General Cost (Column)	833928
Line 3: Sum of Line 1 and Line 2	833928
Line 4: Year End Per Pupil Count	452
Line 5: Divide Line 3 by the Year End Per Pupil Count	1845

***Thank you.***

## Appendix H

### Enrollment and Retention Efforts 2014-2015

In December 2011 Community Roots Charter School changed our lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. CRCS also provides recruitment materials and applications to Head Starts that do not host Kindergarten Forums.

Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly to pre-schools serving children with disabilities. All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for children with IEP's are on sight including counseling, Occupational Therapy (OT), Physical Therapy (PT), Special Education Teacher Support Services (SETSS).

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

### Plan for 2015-2016

We will continue with the outreach and recruitment strategies used in the 2014-2015 school year to recruit and retain children receiving free and reduced priced lunch and students with disabilities and we will add additional outreach and recruitment efforts specific for the ELL population.

Additionally CRCS passed a Board Resolution as part of the Renewal process to expand recruitment and data tracking efforts specifically focused on target populations. Those efforts include:

- Amending the 2016 application to include optional economic information sections for applying families. This information will be used to track applicants to determine the makeup of the lottery pool and to further focus and adjust future recruiting efforts.
- Developing data tracking techniques to determine and track origination point of application and inform future recruiting efforts.
- Adding recruitment responsibilities to an additional staff member to work in collaboration with the Director of Community Development. Together said employees will be responsible for outreach. In addition the Director of Operations will be responsible for tracking data and reporting to administration who will report to the Board of Trustees.
- Further developing and/or creating relationships with relevant community partners, including but not limited, non-profit, religious and other community associations that serve at-risk populations.

## Appendix H

- Increasing budget allocation for recruitment targeting under-served subgroups and additional marketing efforts such as radio, print, billboard, social media, etc., especially promoting the date of the CRCS admissions lottery, the provision of busing transportation for all, before-school programming, after-school programming, special education services, services for English Language Learners (ELL), and academic intervention supports (Title 1 Services).
- Amending current procedures for identifying economically disadvantaged applicants and for all enrolled students. Currently, ED students are identified by Free and Reduced Price Lunch forms alone. Per SED's definition of economically disadvantaged, EVCS will expand on this by also asking families to report participation in other economic assistance programs, such as Social Security Insurance (SSI), Food Stamps, Foster Care, , Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA) or Family Assistance; Temporary Assistance for Needy Families (TANF).



# Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name:**

## **Instructions for completing the Teacher and Administrator Attrition Tables**

**ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.**

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	42	4	5

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	13	1	1

**Thank you**



# Appendix J: Uncertified Teachers

Last updated: 07/29/2015

**"thirty per centum or 5 teachers, whichever is less"**

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

**Charter School Name:**

**Note Definition of FTE:**

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

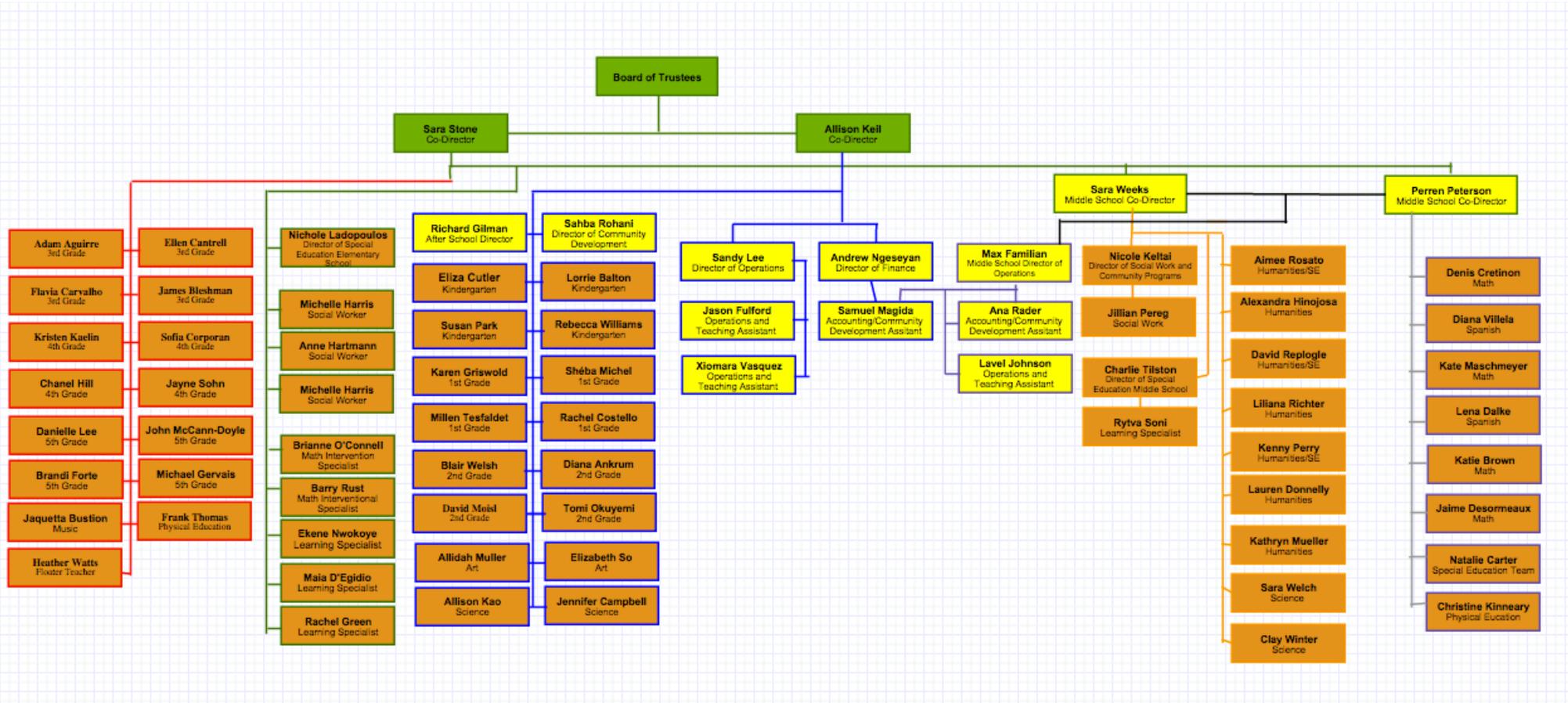
**For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.**

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	
FTE count of uncertified teachers who do not fit into any of the four statutory categories	5
<b>Total</b>	<b>5.0</b>

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

31

Thank you.



## **Appendix L: Mission and Key Design Elements**

### **Mission:**

Community Roots Charter School is a rigorous K-8 learning community where learning is embedded in meaningful real world context, where children are deliberately taught to see the connections between school and the world. CRCS students will meet or exceed the New York State standards and be prepared to excel in the 21<sup>st</sup> century by being taught to be independent thinkers and to work productively within a diverse group of learners. At CRCS students will learn to combine curiosity with appropriate application, which will lead to deep understanding and the confidence to take on challenges to become who they want to be.

### **Key Design Elements:**

Core Values: The school culture at Community Roots was born out of our core values; work hard, work together, honor yourself and others, try new things, help each other, and be reflective. Beginning from our Core Values has allowed us to develop a shared language and set of expectations that is clear to all stakeholders; faculty, families and students. Each year Community Roots hosts a wide array of visitors including principals, groups of teachers, teams from start up schools, graduate school professors and students, teams from foundations, and multitudes of prospective families. One of the most common comments made by visitors to Community Roots is how we have paired an incredibly warm, safe and welcoming school culture with an environment of academic rigor.

Diversity: Community Roots is Committed to Diversity. Since its founding, Community Roots Charter School (CRCS) has been committed to creating a learning environment which is diverse and inclusive. By offering students the opportunity to learn and grow side by side with peers from varied backgrounds, we believe that graduates will leave our school with a sense of community, which transcends the traditional borders of race, culture and socioeconomic status, as well as an ability to challenge the misconceptions around gender and sexuality. Using research and an understanding of our own community, we have developed a comprehensive approach to teaching students how people's experiences and interactions are shaped by their identity. Through a rich social studies focus and a social-emotional curriculum, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.

Community Roots aligns closely to an anti-bias approach, which we believe is critical to the creation and sustainability of an environment where a diverse student population can thrive. 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.

Inclusion and Co-Teaching: CRCS maintains a model of inclusion. Thus, each child is placed in the least restrictive environment, with necessary supports in accordance to their

IEP. All students attending CRCS have access to the same, rigorous curriculum. Each classroom has two head teachers with at least one special education certified teacher. Additionally, Learning Specialists provide services to students and connect with families; and collaborate with teachers to provide services, in accordance with students' Individualized Education Program goals, and on how to best support their goals. The support staff, including social workers and related service providers together with classroom teachers support students' social, emotional and learning needs so that they meet individual goals and standards and feel a sense of belonging.

Co-teaching requires joint problem solving, co-planning, co-presenting, and co-processing in order to promote positive and effective collaboration between teachers. Collaborative teaching takes advantage of the fact that there are two certified teachers in the classroom. Community Roots professional development includes establishing and maintaining a scheduled time for communication, discussion of roles and responsibilities, sharing of expectations, modeling of language in order to communicate effectively, knowledge of collaborator's strengths and weaknesses, and planning time.

Integrated Studies: Our Integrated Studies approach engages students through social studies content and allows them to experience reading, writing, listening and speaking as well as exploring concepts through art, music, math and science in a context that is rich and meaningful. This approach allows children to get constant experience using their literacy skills in context. Literature is used to compare and contrast our own experience with a wide range of experiences that can be unlocked through reading. Through social studies meetings, writing and responding to readings, and experiences, students learn to question and persuasively communicate their own ideas as well as respect and understand those that are different. Through integrated studies, students and teachers develop a classroom culture that engages students in cultural awareness.

The Community Roots integrated studies curriculum begins with concepts that are close to students such as home and family. Students then use what they have learned about their own cultures, neighborhoods, and belief systems to learn to look outward to far away places as well as events, places and people in history. Students are taught the skills to formulate meaningful questions and look for answers that lead to deeper understanding of content.

Family School Connection: We believe that education should be a partnership between home and school and that it is the school's responsibility to create an environment where parents are informed about their child's academic and social experience, about their progress as learners, and where parents are encouraged to share their resources with their child's school.

We also understand that families are integral stakeholders in their child's education. We work hard to ensure that families feel welcome and empowered in our community. Opportunities to partner with families include: family art, cooking classes, chorus, community council committees, and a plethora of parent workshops.



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/23/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893

### 2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 13

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	51 SAINT EDWARDS STREET ROOM 328 BROOKLYN, NY 11205	718-858-1629	718-858-1754	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	ALLISON KEIL
Title	CO-DIRECTOR/CO-FOUNDER
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

WWW.COMMUNITYROOTS.ORG

## 6. DATE OF INITIAL CHARTER

2006-04-01 00:00:00

## 7. DATE FIRST OPENED FOR INSTRUCTION

2006-09-01 00:00:00

## 8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

454

## 9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

## Page 2

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	51 SAINT EDWARDS STREET ROOM 328 BROOKLYN, NY 11205	718-858-1629	BROOKLYN (TOTAL)	K-5	Yes	DOE space
Site 2	50 NAVY STREET 3RD FLOOR BROOKLYN, NY 11201	718-522-2166	BROOKLYN (TOTAL)	6-8	Yes	DOE space

Site 3					
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**12a. Please provide the contact information for Site 1 (same as the primary site).**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	SANDY LEE	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	ALLISON KEIL	[REDACTED]	[REDACTED]	[REDACTED]

**12b. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	MAX FAMILIAN	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	SARAH WEEKS	[REDACTED]	[REDACTED]	[REDACTED]

**13. Are the School sites co-located?**

Yes

**13a. Please list the terms of your current co-location.**

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

Page 3

**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

SANDY LEE - DIRECTOR OF OPERATIONS

**16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).**

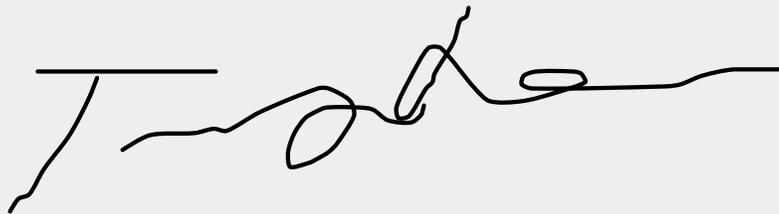
Responses Selected:

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink, appearing to be 'Sandy Lee', written on a light gray background.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink, written on a light gray background. The signature is highly stylized and cursive.

**Thank you.**



# Appendix A: Link to the New York State School Report Card

Created: 07/27/2015

Last updated: 07/29/2015

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## Page 1

**Charter School Name:**

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### 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000059312>



# Appendix A: Progress Toward Goals

Created: 07/29/2015

Last updated: 11/02/2015

## Page 1

Charter School Name:

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

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

<http://data.nysed.gov/profile.php?instid=800000059312>

### 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

#### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

##### 2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
				In math K8 we continue to make shifts in our approach to developing students acuity with the Common Core. Teachers are receiving professional development on differentiating their curriculum by adding visuals, providing a range of tools, and employing different lesson formats that give access to a variety of learners. To help us assess student learning, this summer (2015) we worked with a number of

<p>Academic Goal 1</p>	<p>Each year 75% of CRCS students in grades 3-5 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; 75% of the grade 4 students will demonstrate proficiency on the NYS Science exam; and 75% of the grade 5 students will demonstrate proficiency on the NYS Social Studies exams.</p>	<p>New York State Standardized Exams Data Unavailable</p>	<p>Grade 3 ELA 64% Grade 3 Math 66% Grade 4 ELA 50% Grade 4 Math 49% Grade 5 ELA 46% Grade 5 Math 38% Grade 6 ELA 45% Grade 6 Math 40% Grade 7 ELA 29% Grade 7 Math 39% Grade 8 ELA 43% Grade 8 Math 40% Grade 4 Science 88% Grade 8 Science 83%</p>	<p>other charter schools to develop a bank of math questions (including written response and multiple choice). We have also provided professional development on formative assessments like conferring and exit tickets, which allow teachers to make instructional choices during a unit.</p> <p>In ELA in grades 3-5 we are focusing on small group instruction, using combination of guided reading, strategy groups, and literature circles to address the data collected from conferences, interim assessments (multiple choice and short and extended written response), and Reading Assessments (DRA and Fountas and Pinnell). We began this work during summer PD with staff led workshops on small group formats, using student data to form groups, and are continuing this work in the school year with meeting time set aside to look at the data and develop plans. The literacy staff developer is also supporting this work. In ELA in grades 6-8, we are implementing the Engage New York ELA units. Our teachers are also regularly conferencing with students to assess their reading progress using QRI reading assessments. Across the middle school we are focusing on two high impact coteaching models (parallel and station teaching), which decrease the student to teacher ratio and increase differentiation opportunities. In summer professional development and pd sessions during the school year we have been supporting teachers in how to plan lessons using these models to support all students in meeting lesson learning targets. In grade 8, teachers are also analyzing and responding to assessment data gathered from the interim assessments developed in collaboration with Public Prep network.</p>
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<p>Academic Goal 2</p>	<p>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 proficiency is at or above 75%, the grade level cohort will continue to demonstrate growth each year.</p>	<p>New York State Standardized Exams Data Unavailable</p>	<p>Students graduating from the Elementary School:</p> <p>ELA  Class of 2015: 43% in 2013, 50% in 2014 and 46% in 2015  Class of 2016: 47% in 2014 and 50% in 2015  Class of 2015: 64% in 2015</p> <p>Math  Class of 2015: 47% in 2013, 46% in 2014 and 38% in 2015  Class of 2016: 59% in 2014 and 49% in 2015  Class of 2015: 66% in 2015</p> <p>Students graduating from the Middle School:</p> <p>ELA  Class of 2015: 31% in 2013, 35% in 2014 and 43% in 2015  Class of 2016: 29% in 2014 and 29% in 2015  Class of 2015: 45% in 2015</p> <p>Math  Class of 2015: 29% in 2013, 35% in 2014 and 40% in 2015  Class of 2016: 40% in 2014 and 39% in 2015  Class of 2015: 40% in 2015</p>	<p>See Above</p>
			<p>Grades K-5  1) SOCIAL/EMOTIONAL DEVELOPMENT  2) ENGLISH LANG ARTS  3) MATH  4) SOCIAL STUDIES</p> <p>KIND  1) 79%  2) 83%  3) 84%  4) 90%</p> <p>1ST GRADE  1) 82%  2) 78%  3) 87%  4) 95%</p> <p>2ND GRADE  1) 80%  2) 84%  3) 80%  4) 91%</p>	<p>The goal was met except in fourth, fifth and eighth grade in mathematics. We are continuing to work with two math specialists in our elementary school (K-2 and 3-5) who have begun to spend more of their time giving direct instruction to students who are below grade level in math. They continue to work alongside teachers to give direct support with planning, instruction and assessments, including analyzing student data.</p> <p>This year in both the elementary school and middle school we will be increasing professional development on two of the high impact co-teaching models (parallel and station teaching) which helps decrease student to</p>

<p>Academic Goal 3</p>	<p>Each year at least 75% of CRCS students in grades K-8 will meet or exceed CRCS Exit Outcomes in all content areas.</p>	<p>Community Roots End of Year Checklist Reports</p>	<p>4) 94%  <b>3RD GRADE</b>  1) 87%  2) 89%  3) 86%  4) 98%  <b>4TH GRADE</b>  1) 85%  2) 83%  3) 70%  4) 96%  <b>5TH GRADE</b>  1) 86%  2) 90%  3) 71%  4) 94%</p> <p>Grades 6-8  1) ELA  2) SOCIAL STUDIES  3) MATH  4) SCIENCE</p> <p><b>6TH GRADE</b>  1) 91%  2) 98%  3) 89%  4) 96%  <b>7th GRADE</b>  1) 85%  2) 91%  3) 80%  4) 85%  <b>8th Grade</b>  1) 91%  2) 98%  3) 58%  4) 91%</p>	<p>teacher ratio and provide increased opportunity for differentiation.</p> <p>This summer, all middle school math teachers will also be participating in a week long training in using the CMP3 common core aligned curriculum, which we have been using along with the Engage NY math curriculum.</p> <p>Our 7th-8th grade math teaching team is changing for the coming school year (including both an experienced math teacher and a special education teacher) and we have increased the number of learning specialists in the middle school to provide more direct support to students who are below grade level in math.</p> <p>We had a few new students in fourth and eighth grade this year which may have effected these percentages as well.</p> <p>Additionally these grades have not had common core aligned curriculum since Kindergarten, therefore resulting in fewer years with instruction based off of these standards with which they are being assessed on.</p>
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Academic Goal 4	The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD13.	New York State Standardized Exams	<p>3rd Grade D13 ELA: 30% CRCS ELA: 64% D13 MATH: 37% CRCS MATH: 6^%</p> <p>4th Grade D13 ELA: 33% CRCS ELA: 50% D13 MATH: 31% CRCS MATH: 49%</p> <p>5th Grade D13 ELA: 30% CRCS ELA: 46% D13 MATH: 36% CRCS MATH: 38%</p> <p>6th Grade D13 ELA: 18% CRCS ELA: 45% D13 MATH: 16% CRCS MATH: 40%</p> <p>7th Grade D13 ELA: 17% CRCS ELA: 29% D13 MATH: 16% CRCS MATH: 39%</p> <p>8th Grade D13 ELA: 20% CRCS ELA: 43% D13 MATH: 7% CRCS MATH: 40%</p>	
Academic Goal 5	Each year, the School will receive a 'B' or higher on the Student Progress section of the DOE Progress Report.	DOE Progress Report	Data Unavailable	

Academic Goal 6	Each year, the School will be deemed "In Good Standing" on the NYS Report Card.	New York State Report Card	Grade 3 4 5 6 7 8 D13ELA 30% 33% 30% 18% 17% 20% CRCS ELA 64% 50% 46% 45% 29% 43% D13 MA TH 37% 31% 36% 16% 16% 7% CRCS MATH 66% 49% 38% 40% 39% 40%	
Academic Goal 7	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas on the ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas on the ECLAS-2.	ECLAS-2 was discontinued. Fox in a Box is an identical assessment and is now used at CRCS in Fall and Spring in Kindergarten, First and Second Grade.	90% of Kindergarten Students met Fox in a Box benchmarks.76% in First Grade met the applicable benchmarks for sight words and 70% in decoding. 84% of 2nd Grade students met applicable Fox in a Box benchmarks.	The cohort of students in First Grade has considerable challenges specifically in reading. There were 5 students who came to CRCS in First Grade, having attended Kindergarten elsewhere 3 of whom came in at a beginning of Kindergarten reading level. In February the First Grade team, Co-Director and Literacy Staff Developer redesigned the approach to teaching reading for this cohort increasing intervention for those not meeting benchmarks. 4 students will be repeating First Grade.
Academic Goal 8				

**2a1. Do have more academic goals to add?**

No

**2a2. Do have more academic goals to add?**

Page 2**2b. ORGANIZATIONAL GOALS****2014-15 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	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/Jumprope	Attendance Average 94.3%  Returning Students 97%	The middle school social work team is undertaking a school wide program to address attendance and tardies in collaboration with students and families for those students who are below 90% average daily attendance.
Org Goal 2	Each year, the School will comply with all applicable laws, rules, regulations and contract terms	Renewal Report and Annual Audit (not yet complete)	Each year CRCS reviews applicable laws, rules and regulations to ensure that the school is operating in compliance. CRCS also consults with legal counsel when new regulations emerge to make any necessary adjustments to ensure compliance.	CRCS increased the number of Board Meetings to 12 meetings per year beginning in July 2015.

Org Goal 3	Annually, student enrollment at CRCS will be within 10% of full enrollment as defined in the School's contract.	Charter Agreement	<p>_454_ students enrolled for _450_ seats</p> <p>Grade Enrolled # Seats per Charter</p> <p>Kindergarten 49 50</p> <p>1st 50 50</p> <p>2nd 50 50</p> <p>3rd 50 50</p> <p>4th 50 50</p> <p>5th 50 50</p> <p>6th 53 50</p> <p>7th 55 50</p> <p>8th 47 50</p>	Beginning with school year 2015-2016, the number of seats in grades 6-8 have been increased to 54 per grade.
Org Goal 4	Each year, at least 90% parents will express satisfaction with CRCS's program, based on the NYCDOE Learning Environment Survey or on the CRCS Family Satisfaction Survey. CRCS will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect on the NYCDOE Learning Environment Survey.	NYCDOE School Survey	97% of Parent responses expressed Satisfaction across all domains	<p>The domains and scoring system on the NYC DoE Survey have changed since this goal was written.</p> <p>This data reflects responses to current domains.</p>

Org Goal 5	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey or on the CRCS Teacher Satisfaction Survey. CRCS will also score 7.5 or higher on each of the four survey domains on the NYCDOE Learning Environment Survey.	NYCDOE Learning Environment Survey	94% of Teacher responses expressed Satisfaction across all domains	The domains and scoring system on the NYC DoE Survey have changed since this goal was written.  This data reflects responses to current domains.
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**2b.1 Do you have more organizational goals to add?**

Yes

**2014-15 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Responsive School Leadership, Governance and Management goals will include evidence via the Board meeting minutes that School Leadership informs the Board of appropriate academic, demographic, assessment and financial data and Board member's participation in Board subcommittees.	Board Meeting minutes and Co-Director Evaluation	School leadership reports at every board meeting. Co-Directors are evaluated annually based on goals co-created with the Education Committee. The Co-Directors met their annual goals. The Finance Committee has been instrumental in the school's process of creating a budget that keeps the school in a strong financial position while prioritizing meeting student needs.	N/A
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

**2c. FINANCIAL GOALS**

**2014-15 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, CRCS will operate on a balanced budget and maintain a stable cash flow.	In April of 2014 the Board of Trustees met, discussed and approved the FY14-15 Budget at the recommendation of the Finance Committee and Director of Finance. Through the 14-15 fiscal year, quarterly reviews of the budget vs actual analysis was presented to the Board by the Director of Finance.	As of 06/30/15 the CRCS expect to produce a surplus of \$107,093 including depreciation costs vs an originally planned deficit of \$149,016. The capital expenditure cost for the year was \$160,000. The aforementioned surplus was driven primarily by higher than expected Special Education revenue at \$330,191 over plan despite not hitting our General Education enrollment targets and \$79,034 over budget in private fundraising. This account for an overall revenue increase vs budget of \$206,986. Special education revenue and increased focus on private fundraising continue to be key drivers of favorable changes to our revenue base.	n/a
Financial Goal 2	Each year CRCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	CRCS submits to an annual financial audit administered by Frutcher, Rosen & Co. In addition we perform independent quarterly reviews with consultants from Charter School Business Management, Inc. (CSBM) to ensure added levels of transparency and oversight of the school's books.	Final results for the 2014-2015 audit are pending and should be available by November 1st, 2015 but interim preliminary field work and testing conducted by our financial auditors and CSBM show no material weaknesses within the schools financial and operations activities.	n/a
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/27/2015

Last updated: 07/28/2015

## Page 1

**Charter School Name:**

### **B. Financial Information**

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

#### **1. Total Expenditures Per Child**

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	8083108
Line 2: Year End Per Pupil Count	452
Line 3: Divide Line 1 by Line 2	17883

#### **2. Administrative Expenditures per Child**

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

**To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	0
Line 2: Management and General Cost (Column)	833928
Line 3: Sum of Line 1 and Line 2	833928
Line 4: Year End Per Pupil Count	452
Line 5: Divide Line 3 by the Year End Per Pupil Count	1845

***Thank you.***

# New York State Education Department

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

### 2015-16 Budget & Cash Flow Template

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

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

**Community Roots Charter School**

**PROJECTED BUDGET FOR 2014-2015**

**July 1, 2015 to June 30, 2016**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	6,429,420	1,534,124	-	306,200	-	8,269,744	
Total Expenses	5,686,140	1,483,589	-	118,077	1,285,242	8,573,048	
Net Income	743,280	50,535	-	188,123	(1,285,242)	(303,304)	
Actual Student Enrollment	370	92					
Total Paid Student Enrollment	-	-					
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location							
School District 13	6,383,420	-	-	-	-	6,383,420	Based on expected student enrollment and lottery results
	6,383,420	-	-	-	-	6,383,420	
Special Education Revenue	-	1,476,536	-	-	-	1,476,536	Based on promoted student populations and 8% assumption for new Kindergarten clas
Grants							
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>6,383,420</b>	<b>1,476,536</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,859,956</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	25,000	-	-	-	25,000	Based on state funding projections
Title I	40,000	-	-	-	-	40,000	Based on free and reduced income student pop
Title Funding - Other	6,000	-	-	-	-	6,000	Based on last years allocation
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>46,000</b>	<b>25,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>71,000</b>	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations, Fundraising	-	-	-	305,000	-	305,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Erate Reimbursement	-	-	-	-	-	-	
Interest Income, Earnings on Investments,	-	-	-	1,200	-	1,200	Based on last years trends, historical values and planned adjustments for new fiscal ye
NYC-DYCD (Department of Youth and Community Developmt.)	-	32,588	-	-	-	32,588	Based on last years trends, historical values and planned adjustments for new fiscal ye
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>-</b>	<b>32,588</b>	<b>-</b>	<b>306,200</b>	<b>-</b>	<b>338,788</b>	
<b>TOTAL REVENUE</b>	<b>6,429,420</b>	<b>1,534,124</b>	<b>-</b>	<b>306,200</b>	<b>-</b>	<b>8,269,744</b>	
<b>EXPENSES</b>							<i>List exact titles and staff FTE's ( Full time equiivalent)</i>
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions						
Executive Management	2.00	243,000	-	-	54,000	300,000	Co Founders & Co-Directors
Instructional Management	2.00	-	181,000	-	-	181,000	Student Supports Directors
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	13.00	-	-	-	-	412,348	Operations Depart Directos, Coordinators and Assitants
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>17</b>	<b>243,000</b>	<b>181,000</b>	<b>-</b>	<b>54,000</b>	<b>893,348</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	46.00	3,717,281	-	-	-	3,717,281	Gen Ed teachers
Teachers - SPED	11.00	-	845,448	-	-	845,448	Special Ed Teachers and Learning Specialists
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	

**Community Roots Charter School**

**PROJECTED BUDGET FOR 2014-2015**

**July 1, 2015 to June 30, 2016**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	6,429,420	1,534,124	-	306,200	-	8,269,744	
Total Expenses	5,686,140	1,483,589	-	118,077	1,285,242	8,573,048	
Net Income	743,280	50,535	-	188,123	(1,285,242)	(303,304)	
Actual Student Enrollment	370	92					
Total Paid Student Enrollment	-	-					
PROGRAM SERVICES							SUPPORT SERVICES
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>TOTAL INSTRUCTIONAL</b>	<b>3,717,281</b>	<b>845,448</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,562,729</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>3,960,281</b>	<b>1,026,448</b>	<b>-</b>	<b>54,000</b>	<b>415,348</b>	<b>5,456,077</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	307,992	73,650	-	6,695	107,128	495,466	Based on last years trends, historical values and planned adjustments for new fiscal ye
Fringe / Employee Benefits	530,635	126,579	-	11,507	184,115	852,836	Based on last years trends, historical values and planned adjustments for new fiscal ye
Retirement / Pension	68,378	16,351	-	1,486	23,784	110,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>907,006</b>	<b>216,581</b>	<b>-</b>	<b>19,689</b>	<b>315,027</b>	<b>1,458,302</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>4,867,286</b>	<b>1,243,029</b>	<b>-</b>	<b>73,689</b>	<b>730,375</b>	<b>6,914,378</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	25,000	25,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Legal	-	-	-	-	15,000	15,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	8,009	1,991	-	-	-	10,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Payroll Services	-	-	-	-	-	-	
Special Ed Services	-	89,000	-	-	-	89,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	32,755	8,145	-	-	-	40,900	Based on last years trends, historical values and planned adjustments for new fiscal ye
<b>TOTAL CONTRACTED SERVICES</b>	<b>40,764</b>	<b>99,136</b>	<b>-</b>	<b>-</b>	<b>40,000</b>	<b>179,900</b>	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	174,224	43,320	-	-	-	217,544	Based on last years trends, historical values and planned adjustments for new fiscal ye
Special Ed Supplies & Materials	-	17,000	-	-	-	17,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Textbooks / Workbooks	35,000	15,000	-	-	-	50,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Supplies & Materials other	50,000	15,000	-	5,000	10,000	80,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Equipment / Furniture	-	-	-	-	-	-	
Telephone	-	-	-	-	-	-	
Technology	23,062	5,515	-	501	8,022	37,100	Based on last years trends, historical values and planned adjustments for new fiscal ye
Student Testing & Assessment	47,000	-	-	-	-	47,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Field Trips	84,091	20,909	-	-	-	105,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Transportation (student)	-	-	-	-	-	-	
Student Services - other	19,221	4,779	-	-	-	24,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Office Expense	-	-	-	-	184,400	184,400	Based on last years trends, historical values and planned adjustments for new fiscal ye
Staff Development	100,000	15,000	-	-	10,000	125,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Staff Recruitment	-	-	-	-	-	-	
Student Recruitment / Marketing	1,243	297	-	27	5,932	7,500	Based on last years trends, historical values and planned adjustments for new fiscal ye
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	38,860	-	38,860	Based on last years trends, historical values and planned adjustments for new fiscal ye
Other	-	-	-	-	149,000	149,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
<b>TOTAL SCHOOL OPERATIONS</b>	<b>533,841</b>	<b>136,821</b>	<b>-</b>	<b>44,388</b>	<b>367,354</b>	<b>1,082,404</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	19,249	4,603	-	-	7,114	30,966	Based on last years trends, historical values and planned adjustments for new fiscal ye
Janitorial	-	-	-	-	-	-	

**Community Roots Charter School**

**PROJECTED BUDGET FOR 2014-2015**

**July 1, 2015 to June 30, 2016**

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	6,429,420	1,534,124	-	306,200	-	8,269,744	
Total Expenses	5,686,140	1,483,589	-	118,077	1,285,242	8,573,048	
Net Income	743,280	50,535	-	188,123	(1,285,242)	(303,304)	
Actual Student Enrollment	370	92					
Total Paid Student Enrollment	-	-					
PROGRAM SERVICES				SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Building and Land Rent / Lease	150,000	-	-	-	-	150,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Repairs & Maintenance	-	-	-	-	400	400	Based on last years trends, historical values and planned adjustments for new fiscal ye
Equipment / Furniture	75,000	-	-	-	-	75,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>244,249</b>	<b>4,603</b>	<b>-</b>	<b>-</b>	<b>7,514</b>	<b>256,366</b>	
DEPRECIATION & AMORTIZATION	-	-	-	-	140,000	140,000	Based on last years trends, historical values and planned adjustments for new fiscal ye
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>5,686,140</b>	<b>1,483,589</b>	<b>-</b>	<b>118,077</b>	<b>1,285,242</b>	<b>8,573,048</b>	
<b>NET INCOME</b>	<b>743,280</b>	<b>50,535</b>	<b>-</b>	<b>188,123</b>	<b>(1,285,242)</b>	<b>(303,304)</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>TOTAL ENROLLED</b>				
District of Location							
School District 13	370	92	462				
<b>TOTAL ENROLLMENT</b>	<b>370</b>	<b>92</b>	<b>462</b>				
<b>REVENUE PER PUPIL</b>	<b>17,377</b>	<b>16,675</b>	<b>-</b>				
<b>EXPENSES PER PUPIL</b>	<b>15,368</b>	<b>16,126</b>	<b>-</b>				



# Audited Financial Statement Checklist

Last updated: 07/28/2015

Page 1

**Charter School Name:**

**1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.**

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	
Single Audit (if applicable)	
CSP Agreed Upon Procedures (if applicable)	
Management Letter	
Report on Extracurricular Student Activity Accounts (if applicable)	
Corrective Action Plans for any Findings	

**2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.**

	Yes/No
Report on Compliance	
Report on Internal Control over Financial Reporting	
Single Audit	
CSP Agreed Upon Procedures Report	
Management Letter	

**Thank you.**

## Appendix H

### Enrollment and Retention Efforts 2014-2015

In December 2011 Community Roots Charter School changed our lottery preferences for Kindergarten to give a 40% preference to children qualifying for free and reduced price lunch. Community Roots attends every Kindergarten forum at Head Starts in District 13 as well as at Community Centers that serve NYCHA residents. CRCS also provides recruitment materials and applications to Head Starts that do not host Kindergarten Forums.

Community Roots also continued outreach efforts to families of children with disabilities by providing brochures and enrollment materials to the District 13 CSE and directly to pre-schools serving children with disabilities. All classrooms at Community Roots Charter School are Integrated Co-Teaching environments and all related services for children with IEP's are on sight including counseling, Occupational Therapy (OT), Physical Therapy (PT), Special Education Teacher Support Services (SETSS).

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

### Plan for 2015-2016

We will continue with the outreach and recruitment strategies used in the 2014-2015 school year to recruit and retain children receiving free and reduced priced lunch and students with disabilities and we will add additional outreach and recruitment efforts specific for the ELL population.

Additionally CRCS passed a Board Resolution as part of the Renewal process to expand recruitment and data tracking efforts specifically focused on target populations. Those efforts include:

- Amending the 2016 application to include optional economic information sections for applying families. This information will be used to track applicants to determine the makeup of the lottery pool and to further focus and adjust future recruiting efforts.
- Developing data tracking techniques to determine and track origination point of application and inform future recruiting efforts.
- Adding recruitment responsibilities to an additional staff member to work in collaboration with the Director of Community Development. Together said employees will be responsible for outreach. In addition the Director of Operations will be responsible for tracking data and reporting to administration who will report to the Board of Trustees.
- Further developing and/or creating relationships with relevant community partners, including but not limited, non-profit, religious and other community associations that serve at-risk populations.

## Appendix H

- Increasing budget allocation for recruitment targeting under-served subgroups and additional marketing efforts such as radio, print, billboard, social media, etc., especially promoting the date of the CRCS admissions lottery, the provision of busing transportation for all, before-school programming, after-school programming, special education services, services for English Language Learners (ELL), and academic intervention supports (Title 1 Services).
- Amending current procedures for identifying economically disadvantaged applicants and for all enrolled students. Currently, ED students are identified by Free and Reduced Price Lunch forms alone. Per SED's definition of economically disadvantaged, EVCS will expand on this by also asking families to report participation in other economic assistance programs, such as Social Security Insurance (SSI), Food Stamps, Foster Care, , Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA) or Family Assistance; Temporary Assistance for Needy Families (TANF).



# Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name:**

## **Instructions for completing the Teacher and Administrator Attrition Tables**

**ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.**

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	42	4	5

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	13	1	1

**Thank you**



# Appendix J: Uncertified Teachers

Last updated: 07/29/2015

**"thirty per centum or 5 teachers, whichever is less"**

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

## Page 1

**Charter School Name:**

### **Note Definition of FTE:**

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

**How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?**

**For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.**

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	5
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	
FTE count of uncertified teachers who do not fit into any of the four statutory categories	5
<b>Total</b>	<b>5.0</b>

**How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?**

31

**Thank you.**

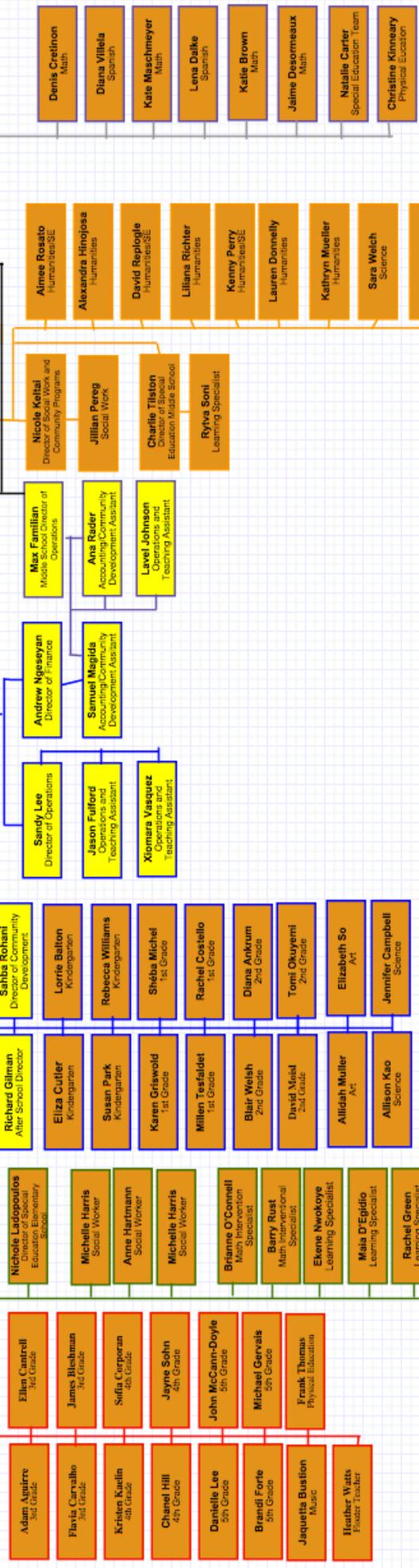
**Board of Trustees**

**Allison Keil  
Co-Director**

**Sara Stone  
Co-Director**

**Perren Peterson  
Middle School Co-Director**

**Sara Weeks  
Middle School Co-Director**



## **Appendix L: Mission and Key Design Elements**

### **Mission:**

Community Roots Charter School is a rigorous K-8 learning community where learning is embedded in meaningful real world context, where children are deliberately taught to see the connections between school and the world. CRCS students will meet or exceed the New York State standards and be prepared to excel in the 21<sup>st</sup> century by being taught to be independent thinkers and to work productively within a diverse group of learners. At CRCS students will learn to combine curiosity with appropriate application, which will lead to deep understanding and the confidence to take on challenges to become who they want to be.

### **Key Design Elements:**

Core Values: The school culture at Community Roots was born out of our core values; work hard, work together, honor yourself and others, try new things, help each other, and be reflective. Beginning from our Core Values has allowed us to develop a shared language and set of expectations that is clear to all stakeholders; faculty, families and students. Each year Community Roots hosts a wide array of visitors including principals, groups of teachers, teams from start up schools, graduate school professors and students, teams from foundations, and multitudes of prospective families. One of the most common comments made by visitors to Community Roots is how we have paired an incredibly warm, safe and welcoming school culture with an environment of academic rigor.

Diversity: Community Roots is Committed to Diversity. Since its founding, Community Roots Charter School (CRCS) has been committed to creating a learning environment which is diverse and inclusive. By offering students the opportunity to learn and grow side by side with peers from varied backgrounds, we believe that graduates will leave our school with a sense of community, which transcends the traditional borders of race, culture and socioeconomic status, as well as an ability to challenge the misconceptions around gender and sexuality. Using research and an understanding of our own community, we have developed a comprehensive approach to teaching students how people's experiences and interactions are shaped by their identity. Through a rich social studies focus and a social-emotional curriculum, we aim to equip all of our students with the skills and perspectives necessary to become fully engaged members of their communities.

Community Roots aligns closely to an anti-bias approach, which we believe is critical to the creation and sustainability of an environment where a diverse student population can thrive. 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.

Inclusion and Co-Teaching: CRCS maintains a model of inclusion. Thus, each child is placed in the least restrictive environment, with necessary supports in accordance to their

IEP. All students attending CRCS have access to the same, rigorous curriculum. Each classroom has two head teachers with at least one special education certified teacher. Additionally, Learning Specialists provide services to students and connect with families; and collaborate with teachers to provide services, in accordance with students' Individualized Education Program goals, and on how to best support their goals. The support staff, including social workers and related service providers together with classroom teachers support students' social, emotional and learning needs so that they meet individual goals and standards and feel a sense of belonging.

Co-teaching requires joint problem solving, co-planning, co-presenting, and co-processing in order to promote positive and effective collaboration between teachers. Collaborative teaching takes advantage of the fact that there are two certified teachers in the classroom. Community Roots professional development includes establishing and maintaining a scheduled time for communication, discussion of roles and responsibilities, sharing of expectations, modeling of language in order to communicate effectively, knowledge of collaborator's strengths and weaknesses, and planning time.

Integrated Studies: Our Integrated Studies approach engages students through social studies content and allows them to experience reading, writing, listening and speaking as well as exploring concepts through art, music, math and science in a context that is rich and meaningful. This approach allows children to get constant experience using their literacy skills in context. Literature is used to compare and contrast our own experience with a wide range of experiences that can be unlocked through reading. Through social studies meetings, writing and responding to readings, and experiences, students learn to question and persuasively communicate their own ideas as well as respect and understand those that are different. Through integrated studies, students and teachers develop a classroom culture that engages students in cultural awareness.

The Community Roots integrated studies curriculum begins with concepts that are close to students such as home and family. Students then use what they have learned about their own cultures, neighborhoods, and belief systems to learn to look outward to far away places as well as events, places and people in history. Students are taught the skills to formulate meaningful questions and look for answers that lead to deeper understanding of content.

Family School Connection: We believe that education should be a partnership between home and school and that it is the school's responsibility to create an environment where parents are informed about their child's academic and social experience, about their progress as learners, and where parents are encouraged to share their resources with their child's school.

We also understand that families are integral stakeholders in their child's education. We work hard to ensure that families feel welcome and empowered in our community. Opportunities to partner with families include: family art, cooking classes, chorus, community council committees, and a plethora of parent workshops.

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7b9e2cad5e56135af2>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	David	Manheimer

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

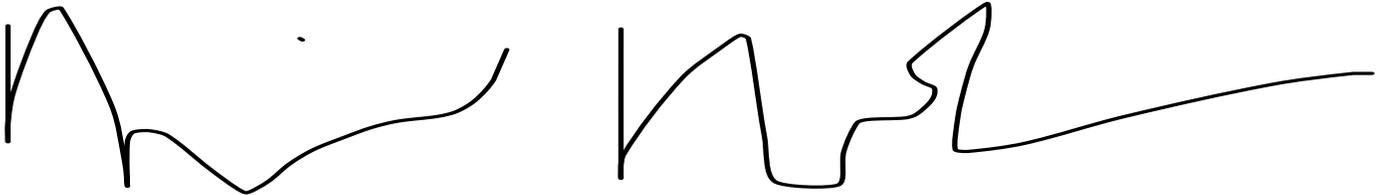
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are stylized and cursive.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/747896bb38c691cc4>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Beth	Lief

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

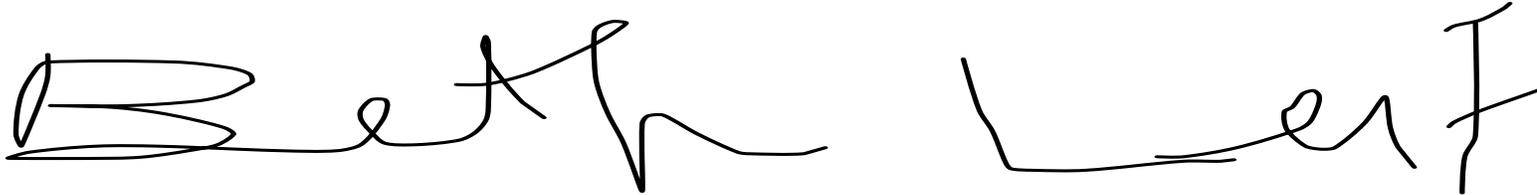
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Beth Lenz". The signature is written in a cursive style with a large, looped "B" and a distinct "L" and "Z".

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/76a18623d63a039f4a>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Christine	Spadaro

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

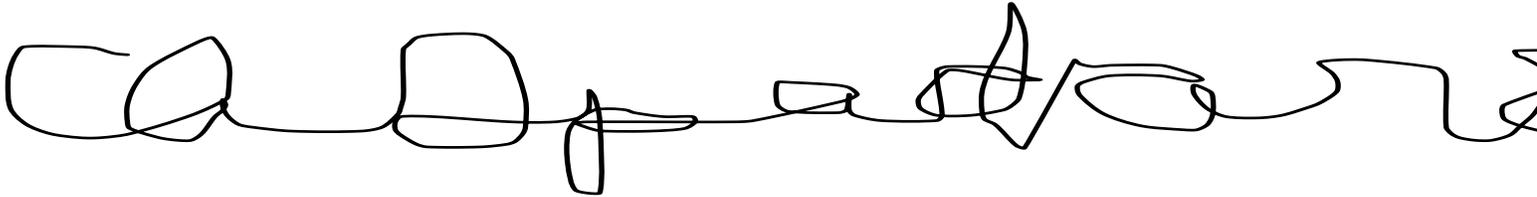
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several large, overlapping loops and a long horizontal stroke, extending across the width of the page.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/3adfb66cd002313de2>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brian	Shaw

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

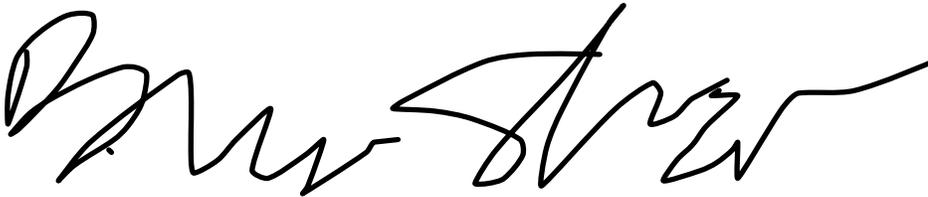
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'D. M. Stew', written in a cursive style.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/88141d5f09414f1067>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Marion	Panas

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Secretary
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is a simple, wavy line. The second signature is more complex, with several sharp peaks and valleys.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e2937997f83f636255>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Scott	Strasser

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

---

• Chair/President

---

• Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

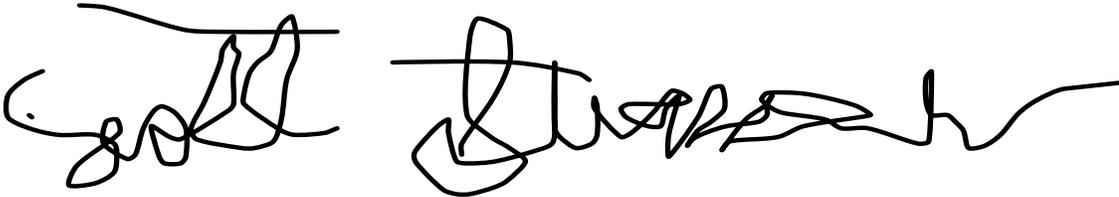
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is on the left and the second is on the right. Both are cursive and somewhat stylized.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c09d3a42fa16044151>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Tracey	Strauss

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

---

- Chair/President
- Other, please specify...: Chair, Development Committee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

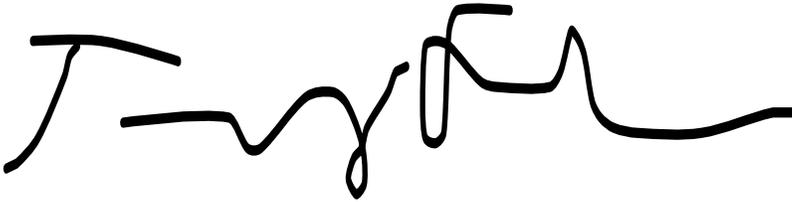
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several connected, fluid strokes. The signature is written in a cursive style and is positioned below the text 'Signature of Trustee'.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4e69cae80fc7016098>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Katherine	O'Donnell

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

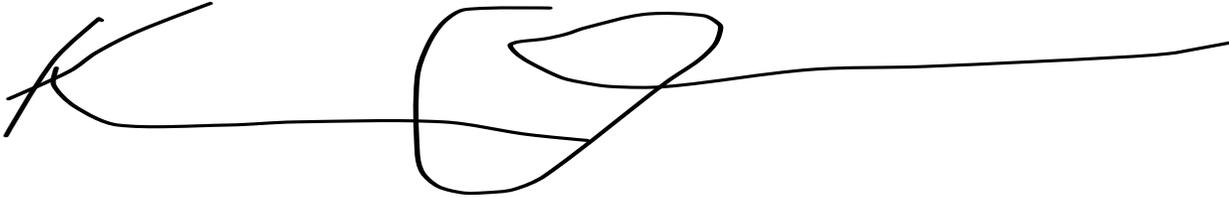
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized initial 'K' followed by a large, loopy flourish that extends horizontally to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

Updated Tuesday, September 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/4439564244b974f35>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Sarah	Rackoff

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Sam Raskoff". The signature is written in a cursive style with a long horizontal line extending to the right from the end of the name.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/64b3b4186eae1c4c66>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Sara	Stone

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*Yes*

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	Co-Director
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	supervise teaching staff, oversee day to day operations of the school, supervise student supports (special education)
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	150,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	June 2005

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

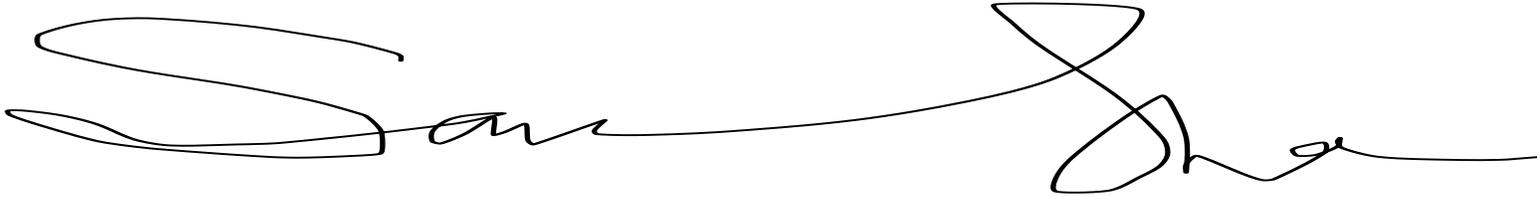
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Sam [unclear]", written across the page.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, November 09, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ea92127e850c2d614>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Kristin	Conklin

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*COMMUNITY ROOTS CS (NYC CHANCELLOR) 331300860893*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Chair, Development Committee
- 

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

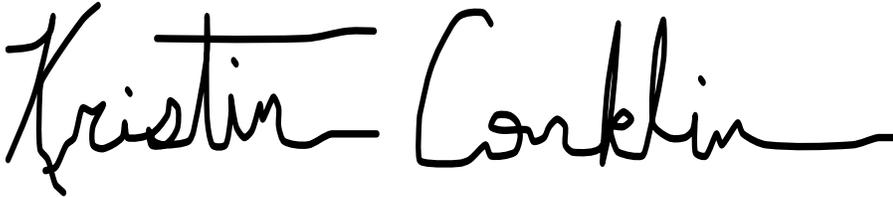
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Kristin Corbin". The signature is written in a cursive style with a horizontal line above the first name and a long horizontal stroke at the end of the last name.

**Thank you.**