

Application: The Charter High School for Law and Social Justice

Richard Burke - RBurke@chslsj.org
2022-2023 Annual Report

Summary

ID: 0000000274

Last submitted: Oct 30 2023 01:23 PM (EDT)

Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE 800000082485

a1. Popular School Name

CHSLSJ

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. School Unionized

Is your charter school unionized?

Yes

c1. Name of Union

Select the name of the Union representing your school?

United Federation of Teachers

c2. Date Unionized

Jul 1 2017

d. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

e. Date of Approved Initial Charter

Dec 3 2013

f. Date School First Opened for Instruction

Sep 1 2015

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

The Charter High School for Law and Social Justice will provide students with comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of Law and social justice, the School will engage, inspire, and empower students and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The School will create a pathway for its students to law school and careers as attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.

KDE 1

-A comprehensive high school curriculum that engages students and empowers them through the study of Law and justice, including Law and Social Justice themes in core content areas. Students will take four years of ELA, Math, Social Studies, and Science. After taking one year of Spanish, students will have the option of continuing with Spanish or replacing Spanish with law-related courses in Sociology, Political Science, and AP US Government and Politics. The School's curriculum will be aligned with the New York State, Common Core College, and Career Readiness Standards. The School's the theme of Law and Social Justice will play an integral role in engaging and empowering our students. the School will offer a curriculum in Law and Social Justice and incorporate Law and Social Justice into the core curriculum, elective courses, community service projects and law office internships, after-school clubs and activities, and a summer bridge program. The School's theme will create an understanding of how the Law has been

used to deny and promote social justice in society, empower students to play a role in promoting social justice, and support the School's pathway to college, law school, and careers as attorneys.

KDE 2

Summer Bridge will introduce students to the School's culture and expectations; provide our educators with the opportunity to assess students skill levels; introduce students to the School's the theme of Law and Social Justice through trial advocacy and appellate advocacy and appellate advocacy exercises; offer supplemental instruction and support in math and literacy, and begin the process of developing ILPs.

KDE3

Advisory-The School's schedule includes a small-group advisory period for all students every day of the week. The advisory curriculum will focus on academic, social/emotional, and career development.

KDE4

Early CollegeThe School will offer all students the opportunity for early college experiences and college advising. These include: a partnership with Bronx Community Colleges College Now The program, which will allow 11th and 12th Graders at CHSLSJ to enroll in college-level courses at BCC and AP courses in English Literature and Composition, Spanish Language, and Culture, US History, and Government and Politics: US. Partnership with Equity Lab Project, which provides college credit-earning courses during the School day.

KDE 5

Restorative Justice-In alignment with the Law and

Social Justice focus of the charter school, the the school incorporates Restorative Justice as the the foundation of its disciplined approach. Restorative approaches serve to strengthen the School's culture and cohesiveness and build metacognitive understanding and skills in CHSLSJ students as they will increasingly understand and take responsibility for their roles in forging a safe, a trustworthy and democratic community that supports a trajectory towards excellence. Capitalizing on early adolescents' obsession with fairness, Restorative Practices will support the building of a trusting community where teachers and students work together to create and become adept at specific protocols for classroom and school-wide routines. Students will take ownership of their behavior because they had a voice in developing the rules for what is expected of them and the consequences for failing to behave in a manner that is expected. Teachers, administrators, and staff interactions with the students will be exemplars for students to emulate.

h. School Website Address

www.chslsj.org

i. Total Approved Charter Enrollment for 2022-2023 School Year

450

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

444

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

9

10

11

12

l. Charter Management Organization

Do you have a [Charter Management Organization](#)?

Yes

l1. Charter Management Organization Name

Shared Space Professional Development, LLC

l2. Charter Management Organization Email Address

izzy@mosaic-jp.com

I3. Charter Management Organization Email Phone Number

800-476-5721

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1960 University Ave., Bronx, NY 10453	3476960042	NYC CSD 10	9-12	9-12	9-12

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Richard Burke	ED/HOS	347-696-0042		rburke@chslsj.org .
Operational Leader	German Reyes	Dir. Operations	347-696-0042		greyes@chslsj.org .
Compliance Contact	Floriande Buckman	AP Data	347-696-0042		fbuckman@chslsj.org .
Complaint Contact	Richard Burke	ED/HOS	347-696-0042		rburke@chslsj.org .
DASA Coordinator	Jose Ferrer	AP Culture	347-696-0042		jferrer@chslsj.org .
Phone Contact for After Hours Emergencies	Richard Burke	ED/HOS	646-530-2375		rburke@chslsj.org .

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[TCO updated as of 7.31.23.pdf](#)

Filename: TCO updated as of 7.31.23.pdf **Size:** 84.5 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[1960 University ave 22 \(3\).pdf](#)

Filename: 1960 University ave 22 (3).pdf **Size:** 198.6 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

none

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Yes

o2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	increase enrollment from 450 to 475	9.15.22	6.13.23
2	Change/Termination of CMO Contract	Remove CMO	8.22	6.13.23
3	Other	KDE revised	8..22	6.13.23
4				
5				

More revisions to add?

No

ATTESTATIONS

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

Name	Richard Burke
Position	Executive Director/HOS
Phone/Extension	347-696-0042-108
Email	rburke@chslsj.org

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

Responses Selected:

Yes

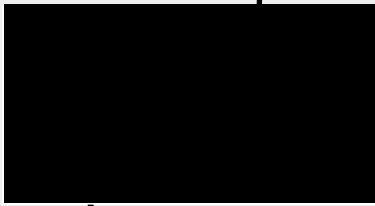
As outlined in ENTRY 10:

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

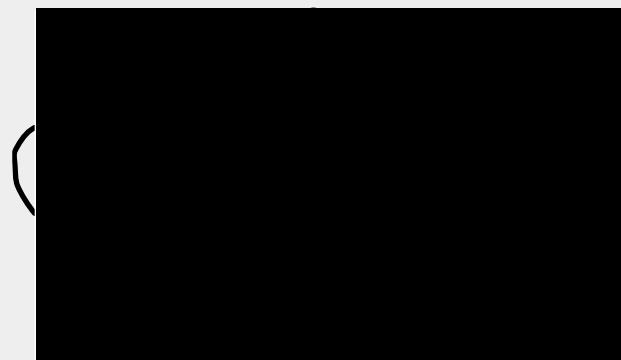
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 1 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)

2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: The Charter High School for Law and Social Justice

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://a1523f25-dd0d-4570-bede-47f2601b5612.filesusr.com/ugd/953144_d471632f830341ef96341eacd8ad6679.pdf
2. Board meeting notices, agendas and documents	https://www.chslsj.org/board-meeting-minutes
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=800000082485
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.chslsj.org/_files/ugd/04e1e7_e7a03153ea414b72bd5fec85c42c49e3.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.chslsj.org/_files/ugd/953144_101c10ebd3fa40ebbda73bef6185f787.pdf
6. Authorizer-approved FOIL Policy	https://www.chslsj.org/_files/ugd/953144_ed7a0a15d3634d94acc5cf814d32b5c9.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.chslsj.org/_files/ugd/953144_46249df5dbdb40bb97a2d9faf1d7ebfa.pdf

Thank you.



Entry 3 Progress Toward Goals

Completed - Oct 30 2023

Instructions

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	80% of each high school cohort will meet graduation requirements in 4 yrs.	State Data/transcripts/Power School /ATS data	Not Met	4 yr was 79.5% per State Report Card and 78.7% over all. This was due to Data issues with enrollment which have been cleared up. 22-23 based on new data should show 84.5% Graduation in 23.
Academic Goal 2	75% of cohort will pass the core academic subjects with 65% by August promoted	use grades from Power School/transcripts	Met	
Academic Goal 3	% of cohort passing regents exceed CSD	unable to access	Unable to Assess	
Academic Goal 4	Benchmark 2- Teaching & Learning School implements research based practices et. al.	SED protocols/ data collection/ Danielson evaluation/	Met	
Academic Goal 5	Each Cohort 4 yr. graduation rate for SPED will exceed Districk	unable to access	Unable to Assess	
Academic Goal 6	Adequate Yearly Progress	Comprehensive Improvement Plan	Not Met	CSI plan in effect.

Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Retention-90% of each cohort will return each year	enrollment thru ATS and PS	Met	
Org Goal 2	80% of all responses in DOE survey provide a favorable response	DOE Survey	Met	
Org Goal 3	Benchmark 6 and 7- Board and Organizational Capacity are met in renewal review	NYSED renewal report	Met	
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				

Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Annual Audit will demonstrate compliance, stability, and responsibility	Audit	Met	
Financial Goal 2	Benchmark 4 &5 in School Framework	SED Framework rating	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete - Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

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

Entry 4 - Audited Financial Statements

Completed - Oct 30 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

[CHSLSJ Fin Stmts 6-30-2023 FINAL \(1\)](#)

Filename: CHSLSJ_Fin_Stmts__6-30-2023_FINAL_1.pdf Size: 663.0 kB

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete - Hidden from applicant

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

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

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

Completed - Oct 30 2023

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

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

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

[CHSLSJ - FY 2023 Audited Financial Statements](#)

Filename: CHSLSJ_-_FY_2023_Audited_Financia_UTbjb2S.xlsx Size: 77.1 kB

Entry 4c – Additional Financial Documents

Completed - Oct 30 2023

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

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

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

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

[Escrow Account Citi](#)

Filename: Escrow_Account_Citi.10.30.23.pdf Size: 68.5 kB

[12](#)

Filename: 12._June_2023_-escrow.pdf Size: 123.9 kB

Entry 4d - Financial Contact Information

Completed - Aug 1 2023

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Max Portugal	mportugal@chslsj.org	347-696-0042

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	JOSEPH ALBANO, CPA	jalbano@saxllp.com	212-268-2802	10

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Accounting Solutions	Juned Hague	Accounting Solutions 241 West 37th Street, Suite 1207, NY, NY 10028	jhague@asnyinc.com	212-461-0074	8

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Oct 30 2023

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

[CHSLSJ - FY 2023-2024 Board Approved Budget - NYSED template \(1\)](#)

Filename: CHSLSJ_-_FY_2023-2024_Board_Approved_Template.xlsx Size: 160.8 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

[Marsico, Richard - 23-24 Financial Disclosure Form](#)

Filename: Marsico_Richard_-_23024_FD_Form.pdf Size: 1.3 MB

[Solano, Socrates - 23-24 Financial Disclosure Form](#)

Filename: Solano_Socrates_-_23-24_Financial__zN17yHL.pdf Size: 547.8 kB

[Callahan, John - 23-24 Financial Disclosure Form](#)

Filename: Callahan_John_-_23-24_Financial_Di_aEv8Gxl.pdf Size: 541.4 kB

[Beder, Rina - 23-24 Financial Disclosure Form](#)

Filename: Beder_Rina_-_23-24_Financial_Disc_Vp0f9Da.pdf Size: 540.1 kB

[Adams, Charmone - 23-24 Financial Disclosure Form](#)

Filename: Adams_Charmone_-_23-24_Financial_D_7Q6w0Mp.pdf Size: 541.0 kB

[Fuentes, Sarah - 23-24 Financial Disclosure Form](#)

Filename: Fuentes_Sarah_-_23-24_Financial_Di_walQSpN.pdf Size: 539.5 kB

[Saunders, Jumaane - 23-24 Financial Disclosure Form](#)

Filename: Saunders_Jumaane_-_23-24_Financial_UHgmB0s.pdf Size: 540.5 kB

[Fuentes, Sarah - 23-24 Financial Disclosure Form](#)

Filename: Fuentes_Sarah_-_23-24_Financial_Di_DYANmeM.pdf Size: 540.6 kB

[Fuller, Amy - 23-24 Financial Disclosure Form](#)

Filename: Fuller_Amy_-_23-24_Financial_Disc_dGXRWyl.pdf Size: 540.2 kB

[O Rourke, Denis - 23-24 Financial Disclosure Form](#)

Filename: O_Rourke_Denis_-_23-24_Financial_D_hLTJLgf.pdf Size: 545.9 kB

[Azriliant, Janine - 23-24 Financial Disclosure Form](#)

Filename: Azriliant_Janine_-_23-24_Financial_eJavi6w.pdf Size: 539.4 kB

[Tse, Linnet - 23-24 Financial Disclosure Form](#)

Filename: Tse_Linnet_-_23-24_Financial_Disc_3pRdqjQ.pdf Size: 544.6 kB

Entry 7 BOT Membership Table

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	John (Jack) Callahan	[REDACTED]	Chair	Academic Executive Finance Governance	Yes	2	07/01/2022	06/30/2025	12
2	Jumaane Saunders	[REDACTED]	Vice Chair	Academic Executive Governance	Yes	1	07/01/2022	06/30/2025	9
3	Linnet Tse	[REDACTED]	Treasurer	Executive Finance	Yes	3	07/01/2022	06/30/2025	12
4	Janine Azriliant	[REDACTED]	Secretary	Executive Fundraising	Yes	3	07/01/2022	06/30/2025	6
5	Rick Marsico	[REDACTED]	Trustee/Member	Fundraising Governance	Yes	3	07/01/2022	06/30/2025	9
6	Christian Bannerman, MD	[REDACTED]	Trustee/Member	Fundraising	Yes	1	07/01/2022	06/30/2025	8
7	Denis O'Rourke	[REDACTED]	Trustee/Member	Academic	Yes	1	07/01/2023	06/30/2026	10

8	Sarah Fuentes	[REDACTED]	Trustee/Member	Academic	Yes		05/01/2021	06/30/2024	11
9	Charmon e Adams	[REDACTED]	Trustee/Member	Finance	Yes		07/01/2021	06/30/2024	8

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Socrates Solano	[REDACTED]	Trustee/Member	Fundraising	Yes		04/01/2022	06/30/2025	10
11	Rina Beder	[REDACTED]	Trustee/Member		Yes		03/01/2023	06/30/2026	5 or less
12	Amy Fuller	[REDACTED]	Trustee/Member		Yes		03/01/2023	06/30/2026	5 or less
13	Daniel Sang	[REDACTED]	Trustee/Member	Finance Governance	Yes	1	07/01/2022	2/28/2023	7
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	12
b.Total Number of Members Added During 2022-2023	2
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

12

Total number of Voting Members added during the 2022-2023 school year:

2

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

13

Total number of Non-Voting Members on June 30, 2023:

0

Total number of Non-Voting Members added during the 2022-2023 school year:

0

Total number of Non-Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Non-Voting members in 2022-2023, as set by the board in bylaws, resolution or minutes:

0

Board members attending 8 or fewer meetings during 2022-2023

3

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2023

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

2022

Filename: 2022.08_Minutes.pdf Size: 121.8 kB

2022

Filename: 2022.07_Minutes.pdf Size: 181.4 kB

2022

Filename: 2022.10_Minutes.pdf Size: 135.0 kB

2022

Filename: 2022.09_Minutes.pdf Size: 194.7 kB

2022

Filename: 2022.12_Minutes.pdf Size: 134.3 kB

2022

Filename: 2022.11_Minutes.pdf Size: 171.8 kB

2023

Filename: 2023.01_Minutes.pdf Size: 184.0 kB

2023

Filename: 2023.03_Minutes.pdf Size: 175.7 kB

2023

Filename: 2023.06_Minutes.pdf Size: 146.1 kB

2023

Filename: 2023.02_Minutes.pdf Size: 217.1 kB

2023

Filename: 2023.04_Minutes.pdf Size: 168.2 kB

2023

Filename: 2023.05_Minutes.pdf Size: 175.9 kB

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>Our enrollment has remained steady. Our per pupil reconciliation: 20-21: 449; 21-22: 445.,22-23-443</p> <p>The school runs ads in local newspapers (English/Spanish), the School website, the NYCharter Center site, Bronx Magazines, and digital sites.</p> <p>We do a mailing to all families with middle school and high school-aged children.</p>	<p>We have an ELL and SPED preference in our lottery. Our enrollment has remained steady.</p> <p>In 20-2021, we had 93% Free Lunch; in 21-22, we had 83%. 22-23-94%The school runs ads in local newspapers (English/Spanish), the School website, the NYCharter Center site, Bronx Magazines, and digital sites. We do a mailing to all families with middle school and high school-aged children.</p>
English Language Learners	<p>In 21-22, we had 74 ELLs or 74/444-17%.96 ELL-22-23 =22%</p> <p>We have an ELL and SPED preference in our lottery. The school runs ads in local newspapers (English/Spanish), the School website, the NYCharter Center site, Bronx Magazines, and digital sites.</p> <p>We hired Schola to assist us and they have Spanish outreach. We do a mailing to all families with middle school and high school-aged children.</p>	<p>We have an ELL and SPED preference in our Lottery. In 23-24, we hired Schola Recruiting to assist us, and it worked very well.</p> <p>The school runs ads in local newspapers (English/Spanish), the school website, the NYCharter Center site, Bronx Magazine, and digital sites. We will do a mailing to all families with middle school and high school-aged children.</p>
Students with Disabilities	<p>In 22-23, we had 19% SPED. 83/444.</p> <p>We have an ELL and SPED preference in our Lottery.</p> <p>The school runs ads in local newspapers (English/Spanish), the school website, the NYCharter Center site, Bronx Magazines, and digital sites.</p>	<p>The school runs ads in local newspapers (English/Spanish), the School website, the NYCharter Center site, Bronx Magazines, and digital sites.</p> <p>We do a mailing to all families with middle school and high school-aged children.</p>

	We do a mailing to all families with middle school and high school-aged children.	
--	-----------------------------------------------------------------------------------	--

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	Our school is a community-based full-service school providing SEL and financial support to our community. We provide computers, internet access to families that need them, and food and housing support through our partners.	Our school is a community-based full-service school providing SEL and financial support to our community. We provide computers, internet access to families that need them, and food and housing support through our partners.
English Language Learners	<p>We have an ELL preference in our lottery.</p> <p>Everything done in the school is done in English and Spanish. All communication is in both languages. Our leadership is 42% Hispanic and 25% Black, and our staff is similar. We have ELL teachers and translators that follow ELL cohorts thorough out their day.</p>	<p>Everything done in the school is done in English and Spanish. All communication is in both languages. Our leadership is 42% Hispanic and 25% Black, and our staff is similar. We have ELL teachers and translators that follow ELL cohorts thorough out their day.</p>
Students with Disabilities	<p>In 22-23, we had 19% SPED-83/444 -per pupil reconciliation. We are a co-teaching model with two or more adults in a room. This permits us to give full attention to SPED students. We have a robust SEL support program that helps SPED adjust and thrive.</p>	<p>We have a SPED preference in our lottery.</p> <p>In 22-23, we had 19% SPED-83/444 -per pupil reconciliation.</p> <p>We are a co-teaching model with two or more adults in a room. This permits us to give full attention to SPED students.</p> <p>We have a robust SEL support program that helps SPED adjust and thrive.</p>

Entry 10 – Teacher and Administrator Attrition

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

1. Emergency Conditional Clearances

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

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

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

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

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed - Aug 1 2023

Instructions

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	0
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. Mathematics	1
ii. Science	0
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	1.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	0
Total Category C: not to exceed 5	0.0

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

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

	FTE Count
Total	6

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	7

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	33

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	40



Thank you.

Entry 12 Organization Chart

Completed - Aug 1 2023

[Instructions](#)

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

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

22-23 Org Chart

Filename: 22-23_Org_Chart.pdf Size: 38.0 kB

Entry 13 School Calendar

Completed - Aug 1 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

2023- 2024 CHSLSJ Temp Calendar

Filename: 2023- 2024_CHSLSJ_Master_Calendar__XLMcCLa.pdf Size: 110.0 kB

Entry 14 Staff Roster

Completed - Aug 1 2023

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer NOTE: MUST BE DONE FIRST	Select your school's authorizer from the drop-down list first , before completing the roster.
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.

TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .
CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

[22-23 CHSLSJ Staff Roster Annual Report](#)

Filename: 22-23_CHSLSJ_Staff_Roster_Annual_Report.xlsx **Size:** 20.0 kB

Optional Additional Documents to Upload (BOR)

Completed - Oct 30 2023

[CSI PLa](#)

Filename: CSI_PLa_uoAD9HY.pdf **Size:** 989.8 kB

[CIP Presentation to staff](#)

Filename: CIP_Presentation_to_staff.pdf **Size:** 1.8 MB

Charter High School for Law and Social Justice

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2023

Charter High School for Law and Social Justice

Audited Financial Statements

June 30, 2023

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Independent Auditor's Report

To the Board of Trustees of
Charter High School for Law and Social Justice

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Charter High School for Law and Social Justice (the "School"), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

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

Report on Summarized Comparative Information

The financial statements of the School, as of and for the year ended June 30, 2022 were audited by other auditors whose report dated October 18, 2022 expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2023, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

[REDACTED]

New York, NY
October 17, 2023

Charter High School for Law and Social Justice

Statement of Financial Position

At June 30, 2023
(With comparative totals at June 30, 2022)

	<u>6/30/23</u>	<u>6/30/22</u>
Assets		
Cash and cash equivalents	\$ 3,387,500	\$ 3,299,067
Government grants receivable - per pupil funding	32,114	-
Government grants receivable - Other	404,802	460,010
Due from related party	16,007	36,187
Prepaid expenses and other assets	592,961	202,552
Fixed assets, net	432,554	521,139
Operating lease right-of-use asset	23,761,596	-
Restricted cash	100,797	100,699
Total assets	<u><u>\$ 28,728,331</u></u>	<u><u>\$ 4,619,654</u></u>
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	\$ 679,562	\$ 494,856
Government grant advance - per pupil funding	-	9,483
Deferred rent	-	791,377
Operating lease liability	24,717,112	-
Total liabilities	<u><u>25,396,674</u></u>	<u><u>1,295,716</u></u>
Net assets:		
Net assets without donor restrictions	<u>3,331,657</u>	<u>3,323,938</u>
Total liabilities and net assets	<u><u>\$ 28,728,331</u></u>	<u><u>\$ 4,619,654</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

Charter High School for Law and Social Justice

Statement of Activities

For the Year Ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	<u>6/30/23</u>	<u>6/30/22</u>
Without Donor Restrictions		
PUBLIC SUPPORT AND REVENUE:		
Public school district revenue:		
Resident student enrollment	\$ 7,793,953	\$ 7,497,652
Students with special education services	<u>1,258,188</u>	<u>1,209,363</u>
Subtotal public school district revenue	<u>9,052,141</u>	<u>8,707,015</u>
 New York City rental assistance	 2,054,115	 2,042,655
Other government grants	1,412,548	1,128,439
Contributions	103,663	294
Interest Income	<u>37,823</u>	<u>26</u>
Total public support and revenue	<u>12,660,290</u>	<u>11,878,429</u>
 Expenses:		
Program services:		
Regular education	8,531,325	8,377,304
Special education	<u>2,429,867</u>	<u>2,194,037</u>
Total program services	<u>10,961,192</u>	<u>10,571,341</u>
Supporting services:		
Management and general	<u>1,691,379</u>	<u>1,632,139</u>
 Total expenses	<u>12,652,571</u>	<u>12,203,480</u>
 Change in net assets	 7,719	 (325,051)
 Net assets - beginning of year	 <u>3,323,938</u>	 <u>3,648,989</u>
 Net assets - end of year	 <u><u>\$ 3,331,657</u></u>	 <u><u>\$ 3,323,938</u></u>

The attached notes and auditor's report are an integral part of these financial statements.

Charter High School for Law and Social Justice

Statement of Functional Expenses

For the Year Ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	Program Services			Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/23	Total Expenses 6/30/22
Salaries	\$ 4,618,737	\$ 1,335,209	\$ 5,953,946	\$ 808,405	\$ 6,762,351	\$ 6,431,533
Payroll taxes and employee benefits	1,236,400	357,426	1,593,826	216,403	1,810,229	1,641,802
Total personnel costs	5,855,137	1,692,635	7,547,772	1,024,808	8,572,580	8,073,335
Professional development	170,087	39,257	209,344	11,504	220,848	124,897
Professional fees	183,550	42,364	225,914	220,081	445,995	483,898
Student and staff recruitment	-	-	-	71,090	71,090	77,100
Supplies and materials	149,931	37,646	187,577	9,375	196,952	241,834
Office equipment and expense	97,072	28,062	125,134	27,035	152,169	192,977
Student services	204,500	49,010	253,510	-	253,510	189,651
Insurance	59,478	17,194	76,672	10,410	87,082	83,314
IT and communications	153,854	44,477	198,331	26,931	225,262	300,056
Occupancy and facility costs	1,515,084	437,989	1,953,073	265,179	2,218,252	2,218,254
Depreciation	142,632	41,233	183,865	24,966	208,831	205,731
Total other than personnel costs	2,676,188	737,232	3,413,420	666,571	4,079,991	4,130,145
Total expenses	\$ 8,531,325	\$ 2,429,867	\$ 10,961,192	\$ 1,691,379	\$ 12,652,571	\$ 12,203,480

The attached notes and auditor's report are an integral part of these financial statements.

Charter High School for Law and Social Justice

Statement of Cash Flows

Year Ended June 30, 2023

(With comparative totals for the year Ended June 30, 2022)

	6/30/23	6/30/22
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 7,719	\$ (325,051)
Adjustments to reconcile change in net assets to net cash provided by/(used for) operating activities:		
Depreciation	208,831	205,731
Changes in assets and liabilities:		
Government grants receivable/advance - per pupil funding	(41,597)	81,624
Government grants receivable - other	55,208	(298,416)
Due from related party	20,180	(18,552)
Prepaid expenses and other assets	(390,409)	(146,974)
Accounts payable and accrued expenses	184,706	(1,729)
Deferred rent	(791,377)	175,599
Operating lease right-of-use asset and liability	955,516	-
Total adjustments	<u>201,058</u>	<u>(2,717)</u>
Net cash flows provided by/(used for) operating activities	<u>208,777</u>	<u>(327,768)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture and equipment	<u>(120,246)</u>	<u>(133,314)</u>
Net cash used for investing activities	<u>(120,246)</u>	<u>(133,314)</u>
 Net increase/(decrease) in cash, cash equivalents and restricted cash	 88,531	 (461,082)
Cash, cash equivalents and restricted cash - beginning of year	<u>3,399,766</u>	<u>3,860,848</u>
Cash, cash equivalents and restricted cash - end of year	<u>\$ 3,488,297</u>	<u>\$ 3,399,766</u>
CASH, CASH EQUIVALENTS AND RESTRICTED CASH:		
Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	\$ 3,387,500	\$ 3,299,067
Restricted cash	100,797	100,699
Total cash, cash equivalents and restricted cash	<u>\$ 3,488,297</u>	<u>\$ 3,399,766</u>
SUPPLEMENTAL INFORMATION:		
Taxes paid	\$ -	\$ -
Interest paid	<u>\$ -</u>	<u>\$ -</u>

The attached notes and auditor's report are an integral part of these financial statements.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 1 - Organization

Charter High School for Law and Social Justice (the "School") is an educational corporation that operates as a charter school in Bronx, New York. The School provides students from Southern Bronx with a comprehensive high school education and lays the academic and social groundwork for success in college and careers. Using the theme of law and social justice, the School will engage, inspire and empower students, and will equip them with the academic skills to earn a regent's diploma and gain admission to the college of their choice, prepared for success. The School completed the 2022-2023 fiscal year with an average enrollment of approximately 440 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE"). On March 26, 2020, the School was granted a provisional charter for a term of three years that was due to expire June 30, 2023. The charter was renewed for another four years in 2023 and will expire on June 30, 2027. The School's primary source of revenue is public school district revenue for resident student enrollment.

The School has the following programs:

- Regular Education - Instruction provided to all students.
- Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

The School is affiliated with Friends of Charter High School for Law and Social Justice ("Friends") through the use of shared members of their respective Boards of Directors. Friends is a not-for-profit corporation established to support the School and function as the fundraising arm of the School. Friends does not meet the requirements for consolidation because the School does not exercise control over them.

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting

The financial statements have been prepared on the accrual basis of accounting, which is the process of recording revenue and expenses when earned or incurred, rather than received or paid.

b. Recently Adopted Accounting Standards

Effective July 1, 2022, the School adopted the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2016-02, *Leases*, which requires lessees to recognize leases on the statement of financial position and disclose key information about leasing arrangements. The School elected not to restate the comparative period (2022). The School also elected not to reassess at adoption (i) expired or existing contracts to determine whether they are or contain a lease, (ii) the lease classification of any existing leases, or (iii) initial direct costs for existing leases. The School elected the practical expedient not to separate lease and non-lease components for its leases.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 2 - Summary of Significant Accounting Policies - Continued

b. Recently Adopted Accounting Standards - Continued

As a result of implementing FASB ASU No. 2016-02, the School recognized right-of-use ("ROU") assets of \$25,252,144 and lease liabilities of \$26,043,521 on the statement of financial position as of July 1, 2022. The adoption did not result in a significant effect on amounts reported in the statement of activities for the year ended June 30, 2023.

c. Basis of Presentation

The School reports information regarding their financial position and activities in the following classes of net assets:

- *Net Assets Without Donor Restrictions* - represents those resources for which there are no restrictions by donors as to their use.
- *Net Assets With Donor Restrictions* - represents contributions and the net residual of assets with donor-imposed restrictions that are expected to be satisfied by performing certain activities or through the passage of time. The School had no donor restricted net assets at June 30, 2023 or June 30, 2022.

d. Revenue Recognition

The School follows the requirements of the FASB's Accounting Standards Codification ("ASC") 958-605 for recording contributions, which are recognized when a contribution becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School evaluates whether contributions are conditional or unconditional. Contributions are considered to be conditional when both a barrier must be overcome for the School to be entitled to the revenue and a right of return of the asset or right of release from the obligation exists.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value, using risk-adjusted present value techniques. Receivables are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2023. All receivables at June 30, 2023 are expected to be received within one year.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 2 - Summary of Significant Accounting Policies – Continued

e. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents. Cash maintained in escrow per requirements of the NYCDOE are treated as restricted cash.

f. Concentration of Credit Risk

Financial instruments that potentially subject the School to a concentration of credit risk consist of checking and money market accounts, and investment securities which are placed with financial institutions that management deems to be creditworthy. At year end and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

g. Fixed Assets

Equipment and furniture that exceed \$1,000 and that have a useful life of greater than one year are recorded at cost or at fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Computers and equipment – 3 to 5 years

Furniture and fixtures – 7 years

Leasehold improvements – life of lease

h. Leases

The School determines if an arrangement is or contains a lease at inception. Leases are included in ROU assets and lease liabilities in the statement of financial position. ROU assets and lease liabilities reflect the present value of the future minimum lease payments over the lease term, and ROU assets also include prepaid or accrued rent. Operating lease expense is recognized on a straight-line basis over the lease term. The School does not report ROU assets and lease liabilities for its short-term leases (leases with a term of 12 months or less). Instead, the lease payments of those leases are reported as lease expense on a straight-line basis over the lease term. Lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option.

i. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 2 - Summary of Significant Accounting Policies - Continued

i. Functional Allocation of Expenses - Continued

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Payroll taxes and employee benefits
- Professional development
- Supplies and materials
- Office equipment and expense
- Insurance
- IT and communications
- Occupancy and facility costs
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

j. Advertising Costs

Advertising costs are expensed as incurred.

k. Management Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

l. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified, if it is probable that a liability has been incurred.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2023 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

m. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2020 and later are subject to examination by applicable taxing authorities.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 2 - Summary of Significant Accounting Policies - Continued

n. Summarized Comparative Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2022, from which the summarized information was derived.

Note 3 - Government Grants Receivable/Advance - Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	<u>6/30/23</u>	<u>6/30/22</u>
Beginning (advance payable)/receivable	\$ (9,483)	\$ 72,141
Funding based on allowable FTEs	9,052,141	8,707,015
Advances received	<u>(9,010,544)</u>	<u>(8,788,639)</u>
Ending receivable/(advance payable)	<u>\$ 32,114</u>	<u>\$ (9,483)</u>

Note 4 - Due from Related Party

The School has an ongoing support agreement with Friends, the related organization described in Note 1. As part of the agreement, Friends reimburses the School for certain expenses that the School pays on their behalf. The total balance due from Friends to the School at June 30, 2023 and June 30, 2022 was \$16,007 and \$36,187, respectively.

Note 5 - Fixed Assets

Fixed assets consist of the following:

	<u>6/30/23</u>	<u>6/30/22</u>
Computers and equipment	\$ 1,184,387	\$ 1,071,137
Furniture and fixtures	318,233	311,237
Leasehold improvements	<u>304,933</u>	<u>304,933</u>
	1,807,553	1,687,307
Less: accumulated depreciation	<u>(1,374,999)</u>	<u>(1,166,168)</u>
Total fixed assets, net	<u>\$ 432,554</u>	<u>\$ 521,139</u>

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 6 - Operating Lease Right-of-Use Asset and Operating Lease Liability

The School evaluated current contracts to determine which met the criteria of a lease. In August 2016, the School signed a lease for a facility which expires on June 30, 2036. Effective July 1, 2019, the original lease between the School and a third party was assigned to Friends. The School simultaneously entered into a sublease agreement with Friends for the space that expires on June 30, 2036. The School guaranteed the lease between Friends and the landlord. The maximum potential amount that the School can be required to pay on this lease is \$20,900,000 at June 30, 2023. The School's sublease with Friends has been determined to be an operating lease. The lease does not include specific extension terms.

The ROU assets represent the School's right to use underlying assets for the lease term, and the lease liabilities represent the School's obligation to make lease payments arising from these leases. The ROU assets and lease liabilities, all of which arise from operating leases, were calculated based on the present value of future lease payments over the lease terms. The School has made an accounting policy election to use a risk-free rate in lieu of its incremental borrowing rate to discount future lease payments. The weighted-average discount rate applied to calculate lease liabilities as of June 30, 2023 was 2.88%. As of June 30, 2023, the weighted average remaining lease term for the School's operating lease was 156 months.

For the year ended June 30, 2023, the total operating lease cost was \$2,200,000. Cash paid for the operating lease for the year ended June 30, 2023 was \$2,050,000. There were no short-term lease costs during the year ended June 30, 2023. There were no noncash investing and financing transactions related to leasing other than the transition entry described in Note 2b.

Future required minimum lease payments are as follows:

Year ending:		
	June 30, 2024	\$ 2,065,808
	June 30, 2025	2,077,737
	June 30, 2026	2,089,909
	June 30, 2027	2,227,703
	June 30, 2028	2,240,374
	Thereafter	19,091,282
Total lease payments		29,792,813
Less: present value discount		(5,075,701)
Total lease liability at June 30, 2023		<u>\$ 24,717,112</u>

Note 7 - Restricted Cash

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Charter High School for Law and Social Justice

Notes to Financial Statements

June 30, 2023

Note 8 - Retirement Plans

The School has a 401(k) and a 403(b) retirement plan (collectively referred to as “the Plans”) for its employees. All employees over the age of 21 are eligible to participate in the Plans. The School contributed approximately \$191,000 and \$115,000 to the Plans for the years ended June 30, 2023 and June 30, 2022, respectively.

Note 9 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 88% and 90% of the School’s total public support and revenue was received from the NYCDOE for the years ended June 30, 2023 and June 30, 2022, respectively. If the NYCDOE were to discontinue funding, this would have a severe economic impact on the School’s ability to operate.

Note 10 - Availability and Liquidity

The School’s financial assets available to meet cash needs for general expenditures within one year are as follows:

	6/30/23
Cash and cash equivalents	\$ 3,387,500
Government grants receivable - per pupil funding	32,114
Government grants receivable - other	404,802
Due from related party	16,007
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 3,840,423</u>

There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 11 - Subsequent Events

Subsequent events have been evaluated through October 17, 2023, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.



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

Independent Auditor's Report

To the Board of Trustees of
Charter High School for Law and Social Justice

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Charter High School for Law and Social Justice (the "School"), which comprise the statement of financial position as of and for the year ended June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 17, 2023.

Report on Internal Control over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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



New York, NY
October 17, 2023

Charter High School for Law and Social Justice

Schedule of Findings and Questioned Costs

June 30, 2023

Current Year:

None

Prior Year Follow-Up:

None



Dashboard

Account Summary

Information Reporting

Report Builder **NEW!**

System Administration

Payments & Transfers

Specialized Transfer
Services

All Accounts Summary

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IMMA Summary as of October 30 2023

Display Group **NOT GROUPED** ▼

▼Account ▲	▼Start-of-Day Ledger ▲	▼Start-of-Day Available ▲	▼Current Ledger ▲	▼Current Available ▲	▼
*****0108	100,822.64	100,822.64	100,822.64	100,822.64	

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Citibank CBO Services 174
P.O. Box 6201
Sioux Falls, SD 57117-6201

001/R1/04F000

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CITIBANK, N. A.
Account
[REDACTED]
Statement Period
Jun 1 - Jun 30, 2023
Relationship Manager
Citibusiness Service Center
(877) 528-0990
Page 1 of 2

THE CHARTER HIGH SCHOOL FOR LAW
AND SOCIAL JUSTICE
1960 UNIVERSITY AVE
BRONX NY 10453

CitiBusiness® ACCOUNT AS OF JUNE 30, 2023

Relationship Summary:

Checking	----
Savings	\$100,797.23
Checking Plus	----

Your 2023 Important Notice Regarding Future Verbal and Written Communications is now available to view online. Visit citi.com/accountagreementsandnotices and click on Small Business Account Agreements and Notices to view the notice.

SERVICE CHARGE SUMMARY FROM MAY 1, 2023 THRU MAY 31, 2023

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS IMMA # 4993920108			
Average Daily Collected Balance			\$100,780.66
Total Charges for Services			\$0.00
Net Service Charge			\$0.00

SAVINGS ACTIVITY

CitiBusiness IMMA

		Beginning Balance:		\$100,788.95
		Ending Balance:		\$100,797.23
Date	Description	Debits	Credits	Balance
06/30	INTEREST EARNED		8.28	100,797.23
Interest earned year to date \$49.97				

Your CitiBusiness IMMA Account Rates

For Balances of	\$0 to \$24,999	\$25,000 to \$49,999	\$50,000 to \$99,999	\$100,000 to \$499,999	\$500,000 to \$999,999	\$1,000,000 to \$9,999,999	\$10,000,000 and over
6/01 - 6/30	0.100%	0.100%	0.100%	0.100%	1.200%	1.200%	1.200%

CUSTOMER SERVICE INFORMATION

IF YOU HAVE QUESTIONS ON:

Insured Money Market

YOU CAN CALL:

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For TTY: We accept 711 or
other Relay Service.

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

Trustee Name:

Richard Marsico

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Chair, Board Member

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
2014	No-interest loan of \$2,000 to the school	Did not participate in discussion or vote	Self--Richard Marsico

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

☐ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Mayerson & Associates/Maria McGinley	Legal services--special education	\$25,000	Richard Marsico--Jean Marie Brescia (spouse) was an attorney at the firm at the time.	Notified Board of the relationship and did not participate in the deliberations or vote.

The Charter High School for Law and Social Justice

- Richard Marsico

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
4ED8D08C49F04B9...

Signature

[REDACTED] 7/31/23
Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Socrates Solano

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Parent Representative

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

☐ Yes ☒ No

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

No

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

☒ Yes ☐ No

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

Student is my daughter who just graduated and is no longer part of the school.
No benefit was gained through our relationship.

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

☐ **Yes** ☒ **No**

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

No

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

☐ **Yes** ☒ **No**

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

No

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

The Charter High School for Law and Social Justice

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

8/1/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

John M Callahan

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justicec

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

Chair

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

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NA	NA	NA	NA	NA

The Charter High School for Law and Social Justicec

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]⁸

DocuSigned by:
[REDACTED]
4AC0F69B3430461...

6/28/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Rina Beder

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Member

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

☐ Yes ☒ No

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

N/A

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

☐ Yes ☒ No

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☒ **None**

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

The Charter High School for Law and Social Justice

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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6/29/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Charmone Adams

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Board member

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

☐ **Yes** ☒ **No**

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

N/a

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

☐ **Yes** ☒ **No**

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

N/a

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

☐ **Yes** ☒ **No**

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

N/a

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

☐ **Yes** ☒ **No**

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

N/a

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/a	N/a	N/a	N/a	N/a

The Charter High School for Law and Social Justice

-

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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7/14/2023

Signature

Date

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- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Sarah Fuentes

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

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

☐ Yes ☒ No

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

NA

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

☐ Yes ☒ No

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NA	NA	NA	NA	NA

The Charter High School for Law and Social Justice

-

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Business Telephone:

9178612549

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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6/29/2023

Signature

Date

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- Digitally certified PDF signature
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last revised 04/2022

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

Trustee Name:

Jumaane Saunders

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Vice-Chair

Academic Committee

Governance Committee

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

☐ **Yes** ☒ **No**

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

n/a

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

☐ **Yes** ☒ **No**

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

n/a

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

☐ **Yes** ☒ **No**

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

n/a

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

☐ **Yes** ☒ **No**

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

n/a

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
n/a	n/a	n/a	n/a	n/a

The Charter High School for Law and Social Justice

-

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Business Telephone:

n/a

Business Address:

n/a

E-mail Address:

n/a

Home Telephone:

n/a

Home Address:

n/a



7/10/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Sarah Fuentes

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

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

☐ Yes ☒ No

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

NA

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

☐ Yes ☒ No

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☐ **Yes** ☒ **No**

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

NA

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NA	NA	NA	NA	NA

The Charter High School for Law and Social Justice

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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
[REDACTED]
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6/29/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Amy Fuller

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

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

☐ **Yes** ☒ **No**

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

none

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

☐ **Yes** ☒ **No**

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

none

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

☐ Yes ☒ No

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

none

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

☐ Yes ☒ No

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

none

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
none	none	none	none

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	none	none	none	none

The Charter High School for Law and Social Justice

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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

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[REDACTED]
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6/28/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Denis O'Rourke

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Board Member and a member of the Academic Committee

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

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

The Charter High School for Law and Social Justice

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

7/12/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Janine Azriliant

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Secretary

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

☐ **Yes** ☒ **No**

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

None

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

☐ **Yes** ☒ **No**

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

None

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

☐ **Yes** ☒ **No**

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

None

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

☐ **Yes** ☒ **No**

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

None

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

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

The Charter High School for Law and Social Justice

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Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

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7/11/2023

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Linnet Tse

Name of Charter School Education Corporation:

The Charter High School for Law and Social Justice

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

Treasurer

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

☐ Yes ☒ No

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

N/A

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

☐ Yes ☒ No

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☐ **Yes** ☒ **No**

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

N/A

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

☒ **None**

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

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
N/A	N/A	N/A	N/A	N/A

The Charter High School for Law and Social Justice

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This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

none

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

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7/24/2023

Signature

Date

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last revised 04/2022

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting

By Zoom Conferencing: John Callahan, Denis O'Rourke, Sarah Fuentes, Charmone Adams, Dan Sang, Jumaane Saunders, Rick Marsico, Linnet Tse, Christian Bannerman

Absent: Janine Azriliant, Socrates Solano

Executive Director Richard Burke, Robin Sharpe, Dir. Of SPED

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM, thanked everyone for attending, and thanked everyone who attended the 5 PM discussion with Penny Marzulli, retired Deputy CEO of Brooklyn Prospect CS. He stated that it was very informative and helpful as we expand into middle school.

Mr. Callahan asked if anyone had any questions about Consent.

The consent agenda had no comments, and it was accepted.

He also stated that Mr. Burke has said that all the new hires information would be in the consent agenda for the September meeting.

Mr. Callahan informed the Board that the Renewal application was submitted on August 16th.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 125 days of cash (\$4329357). Mr. Burke stated that this is the first month of the new year and we are on target with the approved Budget. Mr. Burke also mentioned that the per pupil reconciliation for last year showed we owed about \$28,000 back to DOE and that would be taken out over the year.

Executive Director Report- Mr. Burke reminded everyone that David Frank was bringing Regent Ferrer to the School on September 20 at 10 AM. Mr. Burke reviewed the success of our TFA summer school and that 245 students had taken the August regents which is a good sign of student commitment. All regents results and last STAR testing will be reviewed with the Academic Committee at the September meeting. Mr. Burke spoke about preparations for the Summer PD Institute and the start of school.



Chairman Report -Mr. Callahan spoke about the building options for the middle school and approval of summer work on the high school building.

Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met on Tuesday with the new Auditors and reviewed the July Financials and Mr. Burke had spoken to the financials earlier.

Governance- Mr. Callahan said that the Governance would meet in September but that maybe after listening to Ms. Marzulli that the Expansion Committee would be incorporated into that meeting.

Academic Committee- Ms. Fuentes said that the Academic Committee would meet on September 13 to review the data it had so far.

Fundraising Committee- Mr. Burke said that in the fall, he would put together a proposal for Deborah Archer, President of the National ACLU, available in April 2023.

Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 6:40 PM.

Next Meeting: September 15. 2022, 6:00 PM.


John Callahan

9/6/22

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting

By Zoom Conferencing: John Callahan, Denis O'Rourke, Sarah Fuentes, Socrates Solano, Charmone Adams, Dan Sang, Christian Bannerman, Janine Azriliant
Jumaane Saunders, Rick Marsico, Linnet Tse

In-person-, Executive Director Richard Burke,

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM, thanked everyone for attending, and stated that he had a limited time at the meeting due to a family event.

Mr. Callahan asked if anyone had any questions about Consent.
The consent agenda had no comments, and it was accepted.

Mr. Callahan spoke on the Renewal submission and the need for a zoom meeting on August 11 at 6 PM to vote on the renewal documents.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 101 days of cash (\$3,299,067). Mr. Burke stated that the projected deficit was the same as last month as and much lower than the deficit approved in the Budget.

Executive Director Report- Mr. Burke talked about David Frank and that David was bringing Regent Ferrer to the School on September 20 at 10 AM. Mr. Burke spoke about the TFA Summer School being held now in the School and preparations for August Regents. He spoke about hiring and that the TFA had given us four spots instead of the two originally agreed to, and we offered positions to 4 TFA, and they accepted. He spoke about preparing for the coming year and preparations for the Renewal. Mr. Burke also talked about courses that will be taught in the fall and those that offer college credit.

Chairman Report -Mr. Callahan spoke about a court case involving a student that was hurt outside of the school back before Mr. Burke came and how the insurance company



was handling it and what might be the result. He offered to send the lawyer's report about this case to anyone interested in further details.

Mr. Callahan then went into new business and discussed the Annual Board meeting votes that needed to be taken.

He reviewed the election of Officers and asked for a motion.
Ms. Tse moved, Mr. O'Rourke seconded, and it was approved.

1. Election of Officers of the Board of Trustees

It is hereby RESOLVED by the Board of Trustees of The Charter High School for Law and Social Justice that the following individuals are elected as officers of the Board of Trustees of The Charter High School for Law and Social Justice for a term of one year from **July 1, 2022 – June 30, 2023**, expect as otherwise noted:

John Callahan	Chairperson
Jumaane Saunders	Vice-Chairperson
Janine Azriliant	Secretary
Linnet Tse	Treasurer

Mr. Callahan reviewed the motion on Committee membership and the Board Calendar and asked for a discussion, then called for a motion. Mr. Saunders moved, and Mr. Solano seconded. The motion was approved.

2. Appointment of Committee Members

It is hereby RESOLVED by the Board of Trustees of The Charter High School for Law and Social Justice that the following individuals are appointed as members of committees of the Board of Trustees as follows for a term of one year, from **July 1, 2022 – June 30, 2023**.

Audit Committee
Educational Accountability Committee
Executive Committee (the Chair, Vice-Chair, Treasurer, and Secretary serve on the Executive Committee pursuant to the School's by-laws)
Finance Committee
Fundraising Committee

Mr. Callahan reviewed the motion on the Board Calendar and asked for a discussion, then called for a motion. Mr. Saunders moved, and Mr. Bannerman seconded. The motion was approved.

3. Approval of Board Calendar (Attached)

Mr. Callahan then mentioned that he had an event with his family and needed to leave



and asked Mr. Saunders to take over. Mr. Saunders called for Committee Reports.

Finance-Mr. Saunders asked if there were any more questions, and there was a meeting this past Tuesday, and Mr. Burke had spoken to the financials earlier.

Governance- Mr. Saunders said that the Governance would meet in July.

Academic Committee- Mr. Saunders mentioned that Ms. Fuentes was not present, and he spoke about the regent's results and said the Academic Committee did not meet and would meet in August when they had more data. Mr. Sang had a number of questions about the Renewal Application and spoke about the need to get the information. Mr. Burke spoke to the timetable and said he would try to get materials to everyone a week before the submission on August 16. He mentioned again that we would meet by Zoom. Mr. Burke discussed that everyone would get the materials around August 5.

Fundraising Committee-Mr. Saunders said there was no meeting held, and Mr. Burke said that in the fall, he would put together a proposal for Deborah Archer, President of the National ACLU, available in April 2023.

Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 7:45 PM.

Next Meeting: August 18. 2022, 6:00 PM with a presentation at five from Penny Marzulli to talk about her experience on expansion.


John Callahan

8/10/22

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, October 20, 2022

In Person: John Callahan,

By Zoom Conferencing: Denis O'Rourke, Sarah Fuentes, Charmone Adams, Dan Sang, Jumaane Saunders, Rick Marsico, Linnet Tse, Christian Bannerman
Socrates Solano

Executive Director Richard Burke, Asst Principal Jose Ferrer

Absent- Janine Azriliant

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM and thanked everyone for attending.

Mr. Callahan asked if anyone had any questions about items on the Consent Agenda. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 115.9 days of cash (\$3,885,298.00) on hand. Mr. Burke stated that This is the third month of the new year, and we are on target with the approved Budget however we are seeing major costs increase across the board due to inflation. Mr. Burke also spoke to the Account # being 250% over budget and reported that most of that was misapplied costs and found the incorrect coding of most of that expense. They had been corrected.

Executive Director Report- Mr. Burke reminded everyone that our visit was coming up On Monday October 24th but before that was the Board retreat this coming Saturday, October 22. Mr. Burke introduced Jose Ferrer our Assistant Principal for Culture who spoke to the Board on the start of the school year and the culture in the school.

Chairman Report -Mr. Callahan spoke about the Board Retreat, the Monday visit and then updated on the building options for the Middle School

Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the



August Financials, and Mr. Burke had spoken to the financials earlier.

Academic Committee- Ms. Fuentes spoke that the Academic Committee meeting would meet next month but was looking forward to the SED visit and getting that feedback.

Governance- Mr. Callahan said that the Governance had met Tuesday, and he reviewed the Board retreat was scheduled at the School on Saturday, October 22 and gave an overview of the agenda, etc. Mr. Callahan also mentioned the Governance had discussed the forming of the Expansion Committee and reviewing the Ethics Code and other Board Policies.

Fundraising Committee- Mr. Burke said that our updated Annual Report was almost completed and would share it next month so we could send out before the December holidays and the new tax year. . He also said that Ms. Portugal was helping him plan a proposal for an event for Deborah Archer, President of the National ACLU, available in April 2023.

Mr. Callahan said there was no new business and he saw a teacher on the Zoom call, Jusse Morine and Mr. Callahan mentioned the supportive comments Jusse had made at the hearing and Mr. Morine spoke up and said thank you and he had nothing more to say.

Mr. Callahan then asked that the Board go into Executive Session. The Board went into Executive Session and returned out at 6:45 and Mr. Callahan called for a motion to adjourn.

Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 6:45 PM.

Next Meeting: November 17, 2022, 6:00 PM.


John Callahan

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, September 15, 2022

In Person: John Callahan,

By Zoom Conferencing: Denis O'Rourke, Sarah Fuentes, Charmone Adams, Dan Sang,
Jumaane Saunders, Rick Marsico, Linnet Tse, Christian Bannerman
Janine Azriliant, Socrates Solano

Executive Director Richard Burke, Principal Liz Runco

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM and thanked everyone for attending.

Mr. Callahan asked if anyone had any questions about items on the Consent Agenda. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 151 days of cash (\$5,064,850.00). Mr. Burke stated that we had received 2 per pupil payments, one in July and then in September, which is why the cash was higher. This is the second month of the new year, and we are on target with the approved Budget.

Executive Director Report- Mr. Burke reminded everyone that David Frank was bringing Regent Ferrer to the School on September 20 at 10 AM. Mr. Burke reviewed the success of the start of the year and said Ms. Runco would go into more detail when she joined. Mr. Burke spoke of enrollment and how our numbers are solid and the next few weeks are transitional on an actual person, which is higher than last year. Ms. Runco joined the meeting, and Mr. Burke asked her to recap the start of the school year and the overall positivity.

Chairman Report -Mr. Callahan spoke about the building options for the Middle School incubator space and that the School looked good with our new cleaning service and paint job.

Mr. Callahan called for Committee Reports.



Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the August Financials, and Mr. Burke had spoken to the financials earlier.

Academic Committee- Ms. Fuentes spoke at the Academic Committee meeting and reviewed Star and Regents' data. There was a further discussion on efforts to improve rigor, data-driven instruction, and the School's effort to improve our data.

Governance- Mr. Callahan said that the Governance would meet soon, and he reviewed that the Board retreat was scheduled at the School on Saturday, October 22 and that he spoke to Rich Rivera about the agenda, etc. He asked Board members to give him input on additional issues to incorporate into the retreat.

Fundraising Committee- Mr. Burke said that the Director of Community Outreach would be helping him update our Annual Report so that we can do a fundraising letter before the December holidays and the new tax year. He hoped it would be done by the end of November. He also said that Ms. Portugal was helping him plan a proposal for an event for Deborah Archer, President of the National ACLU, available in April 2023.

Mr. Callahan said we had some new business to attend to, which was the motion to revise our Charter's Key Design Elements. Mr. Burke explained that due to some clerical errors back in 2020, the regents voted on the wrong KDE, and we needed to correct that in this Renewal. Mr. Callahan reviewed the resolution and asked for a motion, and Mr. O'Rourke motioned Ms. Tse to be second.

RESOLUTIONS OF THE BOARD OF TRUSTEES OF THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

The Board of Trustees (the "Board") of the Charter High School for Law and Social Justice, a New York not-for-profit education corporation (the "School"), at a duly Constituted meeting of the Board held on September 15, 2022, does hereby (i) approve and adopt the following resolutions and (ii) direct that this resolution be recorded among the minutes of the proceedings of the Corporation.

WHEREAS, the School had submitted its application for Renewal (the "Renewal Application") of its Charter (the "Charter") to the New York State Education Department ("NYSED") by August 15, 2022, to renew the School's Charter, which is set to expire at the end of the 2022-23 school year; recommendations for that submission were asked for and are incorporated in the attached,

WHEREAS, in addition to the submission of the Renewal Application, the School desires to submit to amend its Charter prior to the Renewal as follows: a request for a material revision to the School's Charter to revise the School's Key Design Elements as set forth on Exhibit A attached hereto (the "Design Element Revision Request");



WHEREAS, the Board believes it to be in the best interest of the School and necessary and advisable to submit the Design Element Revision Request,

NOW, THEREFORE, BE IT RESOLVED that the Board hereby approves the NYSED Submission.

The resolution was unanimously approved.

Exhibit A

Revised Key Design Elements

<ol style="list-style-type: none">1. A Comprehensive High School Curriculum that engages students and empowers them through the study of law and justice, including a Law and Justice Curriculum sequence, integration of Law and Social Justice themes in core content areas, law and social justice-related community service projects, and law-related internships.2. Summer Bridge3. Advisory	<ol style="list-style-type: none">4. Restorative Approaches to Behavior Management5. Early College Experiences, including College Now and AP Courses
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Mr. Callahan said there was no new business nor comments from the public and called for a motion to adjourn.

Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 6:40 PM.

Next Meeting: October 20. 2022, 6:00 PM.


John Callahan

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, December 15, 2022

By Zoom Conferencing: John Callahan, Denis O'Rourke, Dan Sang, Linnet Tse, Socrates Solano

Absent: Sarah Fuentes, Janine Azriliant, Charmone Adams, Rick Marsico, Jumaane Saunders. Christian Bannerman

Executive Director Richard Burke, Principal Liz Runco, and Robin Sharpe(Dir. SPED)

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM and thanked everyone for attending.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes.

The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 108 days of cash (\$3632281). Mr. Burke stated that this was the fifth month of the year. He said they are seeing high costs increase across the Board due to inflation, but we have been holding costs down, and a few staff have left, so we are on track according to our Budget.

Executive Director Report- Mr. Burke talked first about the murder of our 9th Garder Prince Shabazz and how the school was handling it, and the help we had from DOE and Councilwoman Sanchez with Good Shepard counselors. Mr. Burke also spoke about how "Friends of" was helping with the funeral. He also talked about the ceremony we had with the family and students.

He spoke about how other than this tragedy, November was filled with positive cultural and academic achievements in the school. He told of the positive culture and events that have strengthened the culture and our efforts to increase on-time attendance and



attendance efforts. Mr. Burke asked Ms. Runco to talk about the trip to NYLaw School Mock Trials, the food drive, and actions leading up to Thanksgiving

Chairman Report -Mr. Callahan spoke and then updated on the building options for the Middle School and the status of the temporary space until the building is finished. He also urged everyone to send out fundraising ask letters.

Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the August Financials, and Mr. Burke had spoken to the financials earlier.

Academic Committee- Mr. Burke mentioned that Ms. Fuentes planned that the Academic Committee would take place in February after the STAR testing and Mock regents data would be available.

Governance- Mr. Callahan said that the Governance would meet this coming Tuesday.

Fundraising Committee- Mr. Burke said our updated Annual Report had been finished and copies made available along with the sample fundraising ask letter.

Mr. Callahan spoke about the effort to get everyone to send out requests and talked about what money was used from Friends to support the students and families.

Mr. Callahan said there was a new business, and Mr. Callahan with Ms. Tse talked about the planned visits by Board members to the school during January 11-13. If any Board members want to visit or bring someone to visit, let Rick and me know
Mr. Callahan and Mr. Burke wished everyone a Happy Holidays.

Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 6:45 PM.

Next Meeting: January 19. 2023, 6:00 PM.


John Callahan

1/13/23

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, November 17, 2022

In Person: Sarah Fuentes,

By Zoom Conferencing: John Callahan, Denis O'Rourke, Charmone Adams, Dan Sang, Jumaane Saunders, Rick Marsico, Linnet Tse, Janine Azriliant, Socrates Solano

Executive Director Richard Burke in person, Principal Liz Runco (Zoom) and Robin Sharpe (Dir. SPED) in person

Absent-, Christian Bannerman

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM, thanked everyone for attending, and thanked Denis O'Rourke for his 5 PM presentation on the Middle School curriculum.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the financials and shared his screen. Mr. Burke said our finances showed we had 139 days of cash (\$4,759,715.00). Mr. Burke stated that this is the fourth month of the new year, and we are heading for a small deficit compared to the approved Budget, which had a small surplus. He said they are seeing high costs increase across the Board due to inflation. Mr. Burke spoke to the fact that some expenses were only in the first few months, and thus the projection would be high for the year. Mr. Burke with Mr. Portugal will make those adjustments for the next month.

Executive Director Report- Mr. Burke talked about how October was filled with positive cultural and academic achievements in the school. He spoke of the positive culture and events that have strengthened the culture, including school dance, after-school, and team sports accomplishments. He talked about the increased teacher absence due to flu and covid. Mr. Burke then asked Ms. Runco to discuss some academic aspects of the month. Ms. Runco spoke about the end of the quarter and the



upcoming Parent-teacher conferences. She also spoke about our efforts to increase on-time attendance and how we incentivize attendance. Robin Sharpe then spoke about the "Sunshine Committee" and efforts for positive celebrations in the school and efforts to increase staff morale. Mr. Burke spoke of the Asst. Commissioner for Bilingual reaching out at the urging of Regent Ferrer, who spoke highly of her visit. Mr. Burke also talked about the visit to NY Law School for the Mock Trial coming up

Chairman Report -Mr. Callahan spoke and then updated on the building options for the Middle School and the status of the temporary space until the building is finished.

Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the August Financials, and Mr. Burke had spoken to the financials earlier.

Academic Committee- Ms. Fuentes spoke that the Academic Committee meeting that took place on Tuesday and the Committee looking at teacher Unit Plans and our Assistant Principals Brian Landin and Yari Alba being present with Liz Runco to discuss the plans and teacher coaching in the school. Ms. Fuentes and Mr. O'Rourke spoke about how positive it is meeting them and getting to discuss what happens in the school instructional daily as educators. Ms. Fuentes said of the positive actions being taken in the school daily. Ms. Fuentes also spoke about using a prepackaged curriculum and how that could benefit the coaches, so they concentrated more on differentiation and instruction than lesson planning. Mr. Burke said about data and using data during the covid time.

Governance- Mr. Callahan said that the Governance would meet in December,

Fundraising Committee- Mr. Burke said that our updated Annual Report was almost completed and would share it by the end of the month so we could send it out before the December holidays and the new tax year.

Mr. Callahan said the SED sent one item of new business to all charters to amend their charters, so reducing enrollment was not a material revision and could be approved by the SED without hearings and all requirements of a material revision.

Mr. Callahan called for a motion, Ms. Tse moved, and it was voted on and approved:

The Board of Trustees of the Charter High School agrees to the proposed change to the charter agreement, which will give NYSED the authority to approve enrollment changes within limits already approved by the Regents.

Approved and accepted.



Mr. O'Rourke moved to adjourn, seconded by Ms. Fuentes, and approved at 6:45 PM.

Next Meeting: ~~January 19, 2023, 6:00 PM.~~

6 December 15th, 2022, 6:00 pm

[Redacted signature]

John Callahan

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, January 19, 2023

By Zoom Conferencing: Dan Sang, Linnet Tse, Sarah Fuentes, Janine Azriliant, Rick Marsico, Jumaane Saunders. Christian Bannerman

In-person: John Callahan, Chairperson, Executive Director Richard Burke, and Robin Sharpe (Dir. SPED)

Absent: Denis O'Rourke, Socrates Solano By phone: Charmone Adams

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM and thanked everyone for attending.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes.

The consent agenda had no comments, and it was accepted.

Mr. Callahan said that some Board members might have to leave by seven, so they would take up the two motions in New Business asked for by SED. One motion was to confirm total enrollment with the MS was 820, and the second was to remove the "High" in the school name, The Charter School for Law and Social Justice.

There was a short discussion and clarification.

Mr. Callahan called for a motion on the enrollment motion: Ms. Tse moved, and Mr. Marsico second. The motion was approved:

RESOLUTIONS OF THE BOARD OF TRUSTEES OF THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

The Board of Trustees (the "**Board**") of the Charter High School for Law and Social Justice, a New York not-for-profit education corporation (the "**School**"), at a duly constituted meeting of the Board held on January 19, 2023, does hereby (i) approve and adopt the following resolution and (ii) direct that this resolution be recorded among the minutes of the proceedings of the Corporation.

WHEREAS the school has submitted a renewal application (the "**Renewal Application**") and a request for revisions of its charter in August 2022 and throughout those documents referred to a total enrollment of 820 students for an expansion of the enrollment in the high school and the addition of a middle school.

IT IS HEREBY APPROVED, by the Board, that the high school and middle school enrollment shall be 820 students.



2/1/22



Mr. Callahan called for a motion on the name change: Ms. Fuentes so moved, Mr. Marsico 2nd. The motion was approved:

**RESOLUTIONS OF THE BOARD OF TRUSTEES OF
THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**

The Board of Trustees (the "**Board**") of the Charter High School for Law and Social Justice, a New York not-for-profit education corporation (the "**School**"), at a duly constituted meeting of the Board held on January 19, 2023, does hereby (i) approve and adopt the following resolution and (ii) direct that this resolution be recorded among the minutes of the proceedings of the Corporation.

WHEREAS the school has submitted a renewal application (the "**Renewal Application**") and a request for revisions of its charter in August 2022, and throughout those documents refer to the school name of The Charter High School for Law and Social Justice, and with the expansion, the Board wishes to change the name to The Charter School for Law and Social Justice.

IT IS HEREBY APPROVED, by the Board, that the name be changed to
The Charter School for Law and Social Justice.

Mr. Callahan asked Mr. Burke to review the Financials.

Financials-

Mr. Burke began reviewing the December financials and shared his screen. Mr. Burke said our finances showed we had 143.7 days of cash (\$4,835,632). Mr. Burke stated that this was the sixth month of the year. He noted that the finances are on track as per the budget but that we had applied to reapportion our ESSER grants, and if approved, it would wipe out our deficit. There was a discuss why that was done, and Mr. Burke stated that with the MS coming online, the budget runs with a surplus after the first year, and we wanted to try to balance the budget now.

Executive Director Report- Mr. Burke talked first about the murder of our 9th Grader Prince Shabazz and how the school was handling it, and the help we had from DOE and Councilwoman Sanchez with Good Shepard counselors. He spoke about the positive things that happened after that tragedy during December, with activities and sports. He then asked Ms. Runco to add that she talked about the progress in Teacher evaluations and working towards January Regents.

Chairman Report -Mr. Callahan spoke and then updated on the building options for the Middle School and the status of the temporary space until the building is finished. He talked about the Board visits and how positive they were. Ms. Tse added more about those also and the possibility of adding them as two new Board members. 10

 2/9/22



Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the December Financials, and Mr. Burke had spoken to the financials earlier.

Academic Committee- Ms. Fuentes planned that the Academic Committee would take place in February after the STAR testing and Mock regents data would be available. Ms. Fuentes said it might have to be Monday, February 13, due to her schedule.

Governance- Mr. Callahan said that the Governance had met last month and was going to work on reviewing the by-laws.

Fundraising Committee- Mr. Callahan said a report on contributions would be given at the next meeting.

Mr. Callahan said there was no new business since we voted on the resolutions earlier in the meeting.

Mr. Bannerman moved to adjourn, seconded by Ms. Fuentes, and approved at 6:45 PM.

Next Meeting: February 16. 2023, 6:00 PM.


John Callahan

2/9/22

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, March 16, 2023

By Zoom Conferencing: Linnet Tse, Sarah Fuentes, and., Denis O'Rourke, Socrates Solano, and Janine Azriliant.

In-person: John Callahan, Chairperson, Executive Director Richard Burke, and Robin Sharpe (Dir. SPED).

Absent: Rick Marsico, Jumaane Saunders, Christian Bannerman, and Charmone Adams.

Guest: Rina Beder and Amy Fuller

Welcome, and Call to Order - Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes.

The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials and stated that Mr. Digant Bahl would join to discuss another item on Finances later.

Financials -

Mr. Burke began reviewing the February financials. Mr. Burke said our finances showed we had 144.7 days of cash (\$4,858,629). Mr. Burke stated that this was the 8th month of the year. He corrected last month's statement about our ESSER grants. The Title grants were accepted, so the deficit remains as before. Still, we expect the ESSER grants re-arrangement to be taken, and then the debt would be reduced. We are in good shape, and no issues stand out. Mr. Burke asked if there were any questions about the Financials, and mentioned that the paperwork for moving money into an interest-bearing account was moving forward.

Executive Director Report - Mr. Burke talked about the renewal and the status of the renewal.

Mr. Burke mentioned that the SED had said it would be submitted in April, but he said he would email SED for an update on the timing tomorrow. Mr. Burke said he had emailed the head of RE for Archdiocese about our desire to rent St. Marget Mary.



Mr. Burke discussed the lottery and our public relations to get more applicants. He talked about TFA and another high and middle school hiring next year. Mr. Burke spoke about what happened in the school during February, including testing, Honor Roll, trips, and activities.

Chairman Report - Mr. Callahan spoke and then updated us on the building options for the Middle School and the status of the temporary space until the building is finished. He talked about the Tremont building and our visit to the temporary location.

Mr. Callahan called for Committee Reports.

Finance - Mr. Callahan mentioned that the Finance Committee had met and reviewed the December Financials, Mr. Burke had spoken to the financials earlier, and Mr. Bahl will join the meeting in 10 minutes

Academic Committee - Ms. Fuentes said that the last meeting had a lot of data, and Mr. Burke mentioned that SAT is next week and this week is Mock Regents, so that we will have a good amount of data next month.

Governance - Mr. Callahan said the Governance Committee would meet to review the by-laws next month.

Fundraising Committee - Mr. Callahan said a report on contributions was included in the Board materials.

Mr. Callahan said the new business is voting on the two new members of the Board. He called for the motion: **Ms. Tse moved, Mr. O'Rourke second** on the

- **. RESOLUTIONS OF THE BOARD OF TRUSTEES OF**

- THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**

The Charter High School for Law and Social Justice Board of Trustees, having conducted a thorough criminal history record check via fingerprinting, which is deemed acceptable by NYSED, and having discovered no State or federal criminal history or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted

to select Rina Beder as a member to its Board of Trustees, with a term expiring on June 30, 2024 pending approval by NYSED. The resolution approving Rina Beder is adopted upon NYSED's approval.

The resolution was approved with no dissent:

Ms. Tse moved, and Ms. Fuentes second



- Introduction of Amy Fuller as a new Board member. Motion to approve Amy Fuller as a BOT member.

**RESOLUTIONS OF THE BOARD OF TRUSTEES OF
THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**

The Charter High School for Law and Social Justice Board of Trustees, having conducted a thorough criminal history record check via fingerprinting, which is deemed acceptable by NYSED, and having discovered no State or federal criminal history or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Amy Fuller as a member to its Board of Trustees, with a term expiring on June 30, 2024 pending approval by NYSED.

The resolution was approved with no dissent.

Mr. Solano moved to adjourn, seconded by Ms. Tse, and approved at 7:15 PM.

Next Meeting: April 20, 2023, 6:00 PM.


John Callahan

3/23/23

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, June 15, 2023

By Zoom Conferencing: Christian Bannerman, Socrates Solano, Rick Marsico, Amy Fuller

In-person: John Callahan, Chairperson, Executive Director Richard Burke, Sarah Fuentes, Denis O'Rourke, Linette Tse, Rina Beder

Absent: Charmon Adams, Jumaane Sanders, Janine Azriliant,

Guest: Robin Sharpe-in person, Liz Runco, Principal via Zoom

Welcome, and Call to Order - Mr. John Callahan welcomed and called the Meeting to Order at 6:05 p.m. He thanked everyone for coming via Zoom and in person.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials-.

Mr. Burke began reviewing the May financials. Mr. Burke said our finances showed we had 127.9 days of cash (\$1,178,517). Mr. Burke stated that this was the 11th month of the year. Like last month, he said we are on course and will end with a \$5,962.00 surplus. He repeated that our ESSER grants were approved and received in this statement, putting us in the black. Mr. Burke showed the line item with Dividend and interest that showed \$30,054.

Executive Director Report –

Mr. Burke discussed the call the SED Charter Office had with Mr. Callahan and Mr. Burke when they told us they recommended a 4-year renewal with all revisions except moving to a middle school. He discussed how the SED Charter Office leaders said we could reapply this fall for the expansion.

Mr. Burke reviewed the issue with our enrollment and how even though our per pupil is accurate, the names of former students still needed to remove 19, which should happen this summer. There was a general discussion with the Board on what this meant and how we would move forward.



Mr. Burke spoke about the Graduation on the 23rd, our Seniors' acceptance to colleges, and the school's excitement. Ms. Runco joined in, saying seeing our Seniors get accepted is very exciting.

Chairman Report - Mr. Callahan spoke and then updated us on the building options we still will have for the Middle School and how we would discuss with Barone and the Archdiocese what is possible.

Mr. Callahan reviewed the Committee Reports and restated that the July Board meeting was our Annual meeting when we would vote on Committee assignments, the calendar, and other business.

Finance - Mr. Callahan mentioned that the Finance Committee had met and reviewed the May Financials; Mr. Burke had spoken to the financials earlier. Mr. Burke said that the Budget for the High School was part of the new business.

Academic Committee - Ms. Fuentes said they had expected to get data from the Regents and discuss it in the July meeting.

Governance - Mr. Callahan said the Governance Committee would meet to review the by-laws next month.

Fundraising Committee - Mr. Callahan said nothing was happening in fundraising.

Mr. Callahan said there was a budget to vote on and asked if anyone had any questions on the Budget, which had been reviewed months earlier and was sent with this month's Board material. He also stated that the Finance Committee had reviewed and approved the Budget. Ms. Tse moved to accept the Budget, and Mr. O'Rourke seconded and approved it unanimously.

Ms. Tse moved to adjourn the meeting, seconded by Ms. Beder, and approved at 7:15 p.m. Callahan asked everyone to consider attending the Graduation at CMSV at 11 a.m.

Next Meeting: July 20, 2023, 6:00 p.m. This will be the Annual Meeting.


John Callahan

7/12/23

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, February 16, 2023

By Zoom Conferencing: Linnet Tse, Sarah Fuentes, and Jumaane Saunders. Christian Bannerman, Denis O'Rourke, Socrates Solano, by phone Charmone Adams

In-person: John Callahan, Chairperson, Executive Director Richard Burke, and Robin Sharpe (Dir. SPED)

Absent Janine Azriliant, Rick Marsico, Dan Sang,

Welcome, and Call to Order- Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM and thanked everyone for attending the 5 PM meeting with Cliff Schneider about the lease for Tremont Property and spoke about the need to vote on the lease soon

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes.

The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials and stated that Mr. Digant Bahl would join to discuss another item on Finances later.

Financials-

Mr. Burke began reviewing the January financials. Mr. Burke said our finances showed we had 115.7 days of cash (\$3,890,935.00). Mr. Burke stated that this was the 7th month of the year. He noted that we had applied our ESSER grants, which show up on January financials, which was approved, so it wiped out our deficit. We are in good shape, and no issues stand out. He asked if there were any questions about the Financials, and Mr. Burke talked about putting the cash in a vehicle to make some interest.

Executive Director Report- Mr. Burke talked about the positive things that happened during January after our December break. We were concerned about a COVID outbreak like the one after last year's December break, but it did not occur. We have a robust testing program and are on top of it.

January, we started back up with field trips and college trips. We had our Regents test at the end of January and the STAR testing at the start of February, so we will have lots of data for the Academic Committee Meeting, which Ms. Fuentes will go into. He then asked Ms. Runco to add to our discussion.

me
3/13/23



Mr. Sanders asked if there was any update on our renewal, and Mr. Burke reported he had been in touch with the Director of the Charter Office and COO, and they both said they were completing our report and would be sending it on for proofing. The plan is a submission at April 16 Regents meeting. Mr. Burke reported our lottery on April 14- 9th grade 370; also have 17th for 10th and 17th 11. Our 6th grade is about 70, and that is without ads coming out or letters out. Mr. Burke talked about Schola helping our recruiting. One hundred twenty will be admitted.

Chairman Report -Mr. Callahan spoke and then updated on the building options for the Middle School and the status of the temporary space until the building is finished. He talked about the Tremont building and our visit to the temporary location. Mr. Callahan mentioned that he had recently heard of a closed Catholic School but that it is too early to know what the Archdiocese is doing, but they know we are interested.

Mr. Callahan called for Committee Reports.

Finance-Mr. Callahan mentioned that the Finance Committee had met and reviewed the December Financials, Mr. Burke had spoken to the financials earlier, and Mr. Bahl will join the meeting in 10 minutes

Academic Committee- Ms. Fuentes discussed all the data the Academic Committee had reviewed, including Interim Assessments, STAR testing, and ELA regents results. Ms. Fuentes said she is seeing progress and very progress. Even though the data did not show much change from the past, with 80% of our scholars 2-6 years behind, we made some progress. The school is moving to a data-driven school. Ms. Fuentes shared her screen and talked about Data. She mentioned that while the movement is slow, we do see progress. There was a general discussion of the data presented.

Mr. Bahl joined the meeting, and Mr. Callahan introduced him and turned it over to him to discuss the possibility of putting some of our funds into a 100% insured interest-bearing vehicle with 4.3% interest through Israel Discount Bank using the Interbank funding. 100% liquid and 100% guaranteed. Ms. Tse spoke about this move and explained why it made sense. Ms. Tse moved that Board approved moving forward with We are utilizing the ITS Banking system to obtain 4.3%.

The Board agreed, and there was a motion to approve this move funds to obtain the interest.

**1. RESOLUTIONS OF THE BOARD OF TRUSTEES OF
THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**



The Charter High School for Law and Social Justice Board of Trustees, having reviewed with outside Financial Advisors the rules and procedures to set up accounts that will pay interest at no risk, moves that the resolution approving the transfer of funds to Israel Discount Bank into IBS funding accounts that are 100% insured and liquid fund, is adopted. All voted in favor.

Governance- Mr. Callahan said that the Governance would on reviewing the by-laws.

Fundraising Committee- Mr. Callahan said a report on contributions would be given at the next meeting.

Mr. Callahan said the new business was introducing Rina Beder, whose information everyone had received. Ms. Beder spoke of how impressed she was with her visit, so she decided to join the Board. She had been on her local School Board and a regional Board representing Westchester, Rockland, and Dutchess Counties.

She served on multiple committees on these boards. Ms. Beder was President and VP of the School Board. Ms. Beder is an attorney and has a Master's in an organization.

Mr. Callahan mentioned Amy Fuller, who will be at the next meeting to introduce her to the Board.

Mr. Bannerman moved to adjourn, seconded by Mr. Sanders, and approved at 7:15 PM.

Next Meeting: March 16, 2023, 6:00 PM.


John Callahan

3/13/23

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes—Board of Trustees Meeting, April 20, 2023

By Zoom Conferencing: Linnet Tse, Sarah Fuentes, Rick Marsico, Charmone Adams, Socrates Solano, and Jumaane Saunders, principal Liz Runco

In-person: John Callahan, Chairperson, Executive Director Richard Burke, Robin Sharpe (Dir. SPED), and Amy Fuller

Absent: Christian Bannerman, Denis O'Rourke, Janine Azrilant

Guest: Rina Beder by Zoom, Amy Fuller in person

Welcome, and Call to Order - Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials.

Mr. Burke began reviewing the February financials. Mr. Burke said our finances showed we had 98.8 days of cash (\$3,419,000). Mr. Burke stated that this was the 8th month of the year. He said that our ESSER grants were approved and received in this statement, putting us in the black. He reviewed how this was done and also said that we transferred most of the cash on hand to IDB and are making 4.3% on that money.

Executive Director Report –

Mr. Burke talked about the Renewal and the status of the Renewal.

Mr. Burke discussed the lottery which we had 450 applicants for 9th grade. We were accepting 150 on the 9th. We also had 50 each in 10th and 11th and would accept about 10 in each. Mr. Burke also said they had 107 in 6th grade, but we could expect more in 6th in the coming weeks. We would continue our outreach in the 6th grade.

Mr. Burke spoke about the acceptance to colleges by our Seniors and the excitement in the school. Ms. Runco joined in, saying it is very exciting seeing our Seniors get accepted and that our focus is now on regents prep with less than 40 days to regents.



He talked about the shooting threat and bomb scare and how that had been consuming for the week leading up to Spring break. Mr. Burke talked more about middle school hiring next year. Mr. Burke spoke about what happened in the school during March, including testing, Honor Roll, trips, and activities. Mr. Burke was asked about Shared Space and He said they would no longer be our Institutional partner with the Renewal, but we may use them for Professional Development.

Chairman Report - Mr. Callahan spoke and then updated us on the building options for the Middle School and the status of the temporary space until the building is finished. Mr. Callahan called for Committee Reports.

Finance - Mr. Callahan mentioned that the Finance Committee had met at the monthly meeting and reviewed the March Financials, Mr. Burke had spoken of the financials earlier.

Academic Committee - Ms. Fuentes said that they would have a meeting in May and Report at the May meeting.

Governance - Mr. Callahan said the Governance Committee would be reorganizing and will schedule a meeting shortly.

Fundraising Committee - Mr. Callahan said nothing was happening in fundraising.

Mr. Callahan said the new business is voting on the Amendment to the lease, changing the date due to the Regents vote being in May or June, and approving the Tax return 990 with changes. Mr. Callahan asked if anyone had questions about the draft budget, and there was a short discussion. Mr. Burke stated that we could vote on that in May.

1. draft budget 23-24

2. Mr. Callahan asked if anyone had questions concerning the Amendment to the lease with the date change due to the SED approval date change. No one did. He ask for a motion to accept the Amendment. Ms. Tse moved, and Mr. Solano 2nd approved the lease change based on the new dates for SED approval of the Renewal. The motion was accepted unanimously.



3. Mr. Callahan asked if anyone had questions concerning the Tax return 990. No one did, and he requested a motion to approve the Tax Return 990. Mr. Solano moved, and Ms. Tse 2nd, and it was unanimously approved.

Mr. Adams moved to adjourn the meeting, seconded by Ms. Tse, and approved at 7:15 PM.

Mr. Callahan asked everyone to try to plan on attending the Graduation at CMSV on June 23, 2023 at 11 AM.

Next Meeting: May 18. 2023, 6:00 PM.

John Callahan

5/8/23

THE CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE



EXCELLENCE • CHARACTER • COURAGE • COMMITMENT

Minutes–Board of Trustees Meeting, May 18,,2023

By Zoom Conferencing: Linnet Tse, Christian Bannerman, Charmon Adams, Jumaane Sanders, Denis O'Rourke, and., Socrates Solano, Janine Azriliant, Rick Marsico

In-person: John Callahan, Chairperson, Executive Director Richard Burke, Sarah Fuentes

Absent: Amy Fuller

Guest: Robin Sharpe, Liz Runco, Principal

Welcome, and Call to Order - Mr. John Callahan welcomed and called the Meeting to Order at 6:05 PM. He thanked everyone that attended the Academic Committee held at 5 PM via Zoom and in person.

Mr. Callahan asked if anyone had questions about items on the Consent Agenda, which was accepting the minutes. The consent agenda had no comments, and it was accepted.

Mr. Callahan asked Mr. Burke to review the Financials-.

Mr. Burke began reviewing the May financials. Mr. Burke said our finances showed we had 130 days of cash (\$2047386.00). Mr. Burke stated that this was the 9th month of the year. Like last month, he said we are right on course and will end with a \$53,806.00 surplus. He said that our ESSER grants were approved and received in this statement, putting us in the black. He reviewed how this was done and said that we transferred most of the cash on hand to IDB and are making 4.3% of that money. Mr. Burke showed the line item with Dividend and interest that showed \$30,054.

Executive Director Report –

Mr. Burke talked about the Renewal and the status of the Renewal.

He reported we had the visit and renewal report and had made a factual edit that our visit was in person, not remote. He noted that we were now responding to their evaluative edits.

-We met seven benchmarks and approached 3-one;

-he had sent a letter to SED stating that in Benchmark 10 that said we did not respond to a February 2021 email asking to revise some policies that we had, and our Attorney had



revised them. They were submitted, and Vickie's email said she had them and would review them.

- We never heard anything further, but now it is apparent she did not forward them to SED legal.

- He said that the other two benchmarks that say we are close or at the target on graduation rates were off because the past admin had not removed students in a timely fashion, and even though our per pupil were never above 449, the ATS (State numbers) had us at 511.

- We removed 51 names, which was very involved and took longer than usual due to the pandemic. Because of this, we meet the targeted graduation rate and other measurements of achievement, and we have been talking to SED about this for years and hope they can consider that.

- Our letter outlining these issues will be submitted with our renewal report.

Mr. Burke spoke about the acceptance to colleges by our Seniors and the excitement in the school. Ms. Runco joined in, saying seeing our Seniors get accepted is very exciting. Ms. Runco spoke about regents prep and school activities.

Chairman Report - Mr. Callahan spoke and then updated us on the building options for the Middle School and the status of the temporary space until the building is finished. Mr. Callahan called for Committee Reports.

Finance - Mr. Callahan mentioned that the Finance Committee had met and reviewed the May Financials; Mr. Burke had spoken to the financials earlier. He said Mr. Burke said that the budgets for the High School and Middle School would be voted on in June.

Academic Committee - Ms. Fuentes said they had just had a very informative and positive Academic Committee. She stated that the school Leadership reviewed the Interim Assessments and Mock regents with the Committee. Ms. Fuentes said the interaction with the Leadership team was very constructive for the Academic Committee and went into detail about the Mock Regents and Interim Assessment. She praised the positive movement in the school.

Governance - Mr. Callahan said the Governance Committee would meet to review the by-laws next month.

Fundraising Committee - Mr. Callahan said nothing was happening in fundraising.

Mr. Callahan said there was no new business.



Mr. Adams moved to adjourn the meeting, seconded by Ms. Tse, and approved at 7:15 PM. Mr. Callahan asked everyone to consider attending the Graduation at CMSV at 11 AM.

Next Meeting: July 19, 2023, 6:00 PM. This will be the Annual Meeting.

[Redacted signature]

John Callahan

6/12/23

The Charter High School for Law and Social Justice	
22-23 High School Organizational Chart	

[illegible]

Proposed Draft CHSLSJ Master Calendar 2023 - 2024

TERM 2 Days	49
<i>First Day: November 13, 2022</i>	
<i>Last Day: January 31, 2024</i>	

TERM 4 Days	45
<i>First Day: April 15, 2024</i>	
<i>Last Day: June 26, 2024</i>	

LEGEND	
No School	
Summer School	
State Exams	
Staff Present (NO STUDENTS)	
Professional Development	

								August 2023	
Su	M	Tu	W	Th	F	Sa			
		1	2	3	4	5	1-15	Regents Prep	
6	7	8	9	10	11	12	16-17	August Regents	
13	14	15	16	17	18	19	22-31	Pre-Service Professional Development all Staff	
20	21	22	23	24	25	26			
27	28	29	30	31					

							October 2023	
Su	M	Tu	W	Th	F	Sa	2	After School Begins
1	2	3	4	5	6	7	9	Italian Heritage Day/Indigenous Peoples' Day
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31						

							December 2023	
Su	M	Tu	W	Th	F	Sa	25-29	Winter Recess
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

							February 2024	
Su	M	Tu	W	Th	F	Sa	19-23	Midwinter Recess
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29				

							April 2024	
Su	M	Tu	W	Th	F	Sa	10	Eid al-Fitr
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27	22-23	Spring Recess
28	29	30						

								June 2024	
Su	M	Tu	W	Th	F	Sa		4	Algebra 1 (new) Regents Exam
						1		13	Last day of classes
2	3	4	5	6	7	8		14	Regents Begins
9	10	11	12	13	14	15		17	Eid al-Adha
16	17	18	19	20	21	22		19	Juneteenth (Observed), Schools Closed
23	24	25	26	27	28	29		26	Last day for students
30								27	Last day for staff



New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Charter High School for Law and Social Justice	Richard Burke

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.
2	Achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.
3	Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.
4	Restorative Practices
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2023-24?

Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.

Why is this a Priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?
- In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

To best equip our students with the knowledge, skills, and resources needed for not just college and career readiness but to be active participants in society, we believe our students must engage in a rigorous curriculum that is horizontally and vertically aligned. *Tailor curriculum to empower our students' thinking and application of knowledge/understanding.*

Our STAR benchmark assessments show minimal growth in students' math and ELA performance. Additionally Regents data shows students are performing below others in the district and the city. Overall the academic growth observed is stagnant, *students' academic growth is not on track with the necessary skills to excel in AP courses, college level courses, and college and career-readiness.*

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Department PLCs - Vertical alignment discussions with a focus on content strategies	Facilitated by department chairs and with instructional APs. The PLC will consist of pulling major strands from each content specific area and creating a unanimously adopted teaching method for each major strand based on relevant data.	Time - August professional development and ongoing monthly Schedule/Space - Department Meetings
Grade Level PLCs - Horizontal alignment discussions with a focus on classroom systems,	Led by grade level leads in collaboration with school counselors and deans. Facilitated by instructional APs.	Time - August professional development and ongoing monthly

Priority 1

structures and norms	The PLC will consist of grade levels spearheading best practices for systems and structures such as anchor charts, bathroom routines and organization of physical space. Furthermore, adopting and implementing the agreed upon grade level norm(s).	Schedule/Space - Grade level meetings
Curriculum audits with a focus on cultural responsiveness and academic rigor	Instructional APs & Principal Analyze unit plans and scope and sequence using the HESS Rigor Matrix as an evaluative tool for academic rigor.	Time - August professional development Money - Budget for teachers to weigh in on decisions prior to the start of the 2023-2024 academic year
Targeted Coaching Cycles	Instructional AP's Using Danielson, target one of the weaker performing elements with tangible SMART goals. Follow goal setting with professional development opportunities including instructional AP's modeling best practices. Observe teachers and reflect on the takeaways.	Time/Schedule - Ensuring teachers and instructional coaches have time carved out of their schedule to meet on a weekly basis
Formal Observations and Walkthroughs	Instructional APs & Principal Collect instructional data by visiting teacher classrooms during live instruction. Using Danielson, provide teachers with a score based on their effectiveness. Gather trends across the school and compare to goals set.	Time - Ensuring administrators have common time to observe classrooms simultaneously

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Priority 1

Walkthrough data: Common strategies are used across classrooms to push rigor.

Review of curriculum materials: Vertical and horizontal alignment across grade-levels and content-specific departments.

End-of-year STAR math and ELA data: 30% of students performing at or above grade level in ELA and math and, Regents: 75% of students achieving 65% or above on Regents

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Formal Observation and Walkthrough Data	Teachers planning for and implementing common strategies to increase rigor. Teachers providing culturally relevant content that meets the needs of our student population	
Interim Assessment Data	IA data will provide all stakeholders with the academic progress of students and the effectiveness of the curriculum.	
Mid-Year STAR Math and ELA Data	30% of students performing at or above grade level in ELA, 25% of students performing at or above grade level in Math.	
School Attendance and Class Tardiness	90% of students attend school daily. 100% of students arrive to class on time	
Academics - Interim Assessments that summarize recent content taught	50% of students will score at an 80% or above	
Academic conversations with parents	When talking with parents, they will be knowledgeable in the academic program their child is engaging with, their individual progress, and the tools available to further support them.	

Priority 1

Coaching/feedback cycle with teachers centered in curriculum, teaching, & learning	Teachers gain perspective on their instructional practices and how their curriculum and teaching strategies are directly correlated to the data.	
Data-driven department and grade-level team meetings	Teachers are connecting with colleagues in their department and grade-level regularly, beginning in September, to share strategies, resources, and discuss data.	
Student participation in data review cycles	Students are given the opportunity to conference with teachers/counselors about their academic performance and reflect on areas of growth and celebrate successes.	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?
- In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

We are committed to achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.

As a school with a specific mission of Law and Social Justice, fulfilling our commitment to graduation and success beyond aligns with our overall objectives. Graduates who are prepared for their future endeavors are more likely to contribute to a just and equitable society.

High school graduation is not the end goal but rather the beginning of a new chapter in a student's life. By empowering students to identify their career or college pathway, we are preparing them for the challenges and opportunities that lie ahead. Equipped with clear goals and plans, students are more likely to make informed decisions about their future and be better positioned for success in higher education or the workforce.

A school with a high graduation rate and successful post-graduation outcomes gains a positive reputation in the community and beyond. This reputation attracts talented educators, motivated students, and community support, further enhancing the overall success and effectiveness of the school.

Due to COVID we've seen 2019-2020, we've seen enrollment for students become stale, where students were not active in our school. It has been increasingly hard to get those students removed from our rosters, thus causing us to have low graduation rates. Based on stale student enrollment in graduating cohorts classes we've seen our graduating class graduation rate hit the low 80% rate each year since 2020.

Key Strategies and Resources

STRATEGY

METHODS

RESOURCES

Priority 2

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Monitor the "ABCs": Attendance, Behavior, Course Performance	<p>Establish an early warning team with clear roles</p> <p>Establish team meeting protocol</p> <p>Schedule bi-weekly meetings</p> <p>Begin tracking other indicators that may have an impact on whether or not a student completes high school</p> <p>(achievement test scores, homelessness, involvement with criminal justice system, Limited English proficiency, involvement with social services or foster care, reports of substance abuse, overage for grade level, pregnancy/teen parenthood, migrant status, Adverse Childhood Experiences).</p>	Guidance and administrators need time in their schedules to build and monitor this early warning system
Counselor will track and audit grades and transcripts of seniors every 2 months.	Counselor will provide aptitude assessments and individual planning to help identify a student's interests and abilities. Counselor will help students stay on track for graduation.	Embed work time & schedule for counselors to quarterly meet these requirements. Draft a tracking tool.
Counseling and intervention of any senior that is not on track to graduate.	There will be a quarterly audit of transcripts to see who is on track for graduation. All students who are not on track will have intervention plans in place to aid in their progress.	Create and draft sample invention plans. Coach counselors on how to implement plans and do follow up on plans and close out plans.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Priority 2

The 4 year graduation rate will be 80% or higher. 100% of students from the graduating class will have identified a career or college pathway prior to graduating in June.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Credit accumulation for all 12th graders. (By January 2024)	85% of our students have at least 38 or more credits by their 2nd semester of their 12th grade year.	
Counselors will track and audit grades and transcripts of seniors every 2 months.	100% of students will have a transcript and detail plan for graduation.	
Students identified either a career and/or college pathway beyond high school.	95% have selected a career and/or have identified at least 3-5 colleges to apply to.	
Course enrollment data	Students who are on track to graduate in 2024 are enrolled in the necessary coursework to meet graduation requirements. Students who are not on track are enrolled in credit-recovery opportunities.	
Regents Graduation Requirements	80% of all students have completed their Regents requirement for graduation. Students who are not on track are enrolled in Regents Prep and scheduled for Regents exams in January 2024.	
Course passing rate	75% of students will pass all of their core academic classes for the first quarter.	
Maintain update to date enrollment for all students	Operations team will maintain current	

Priority 2

	ATS/BEDS rosters for all active students. Any student not an active student at the school will begin the process to remove them from our rolls.	
Student Self-Data Monitoring	All students will track their own data with their Advisor, weekly when conferencing for academic conferencing,	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District's vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District's long-term plans?
- In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.

We envision all students achieving our school-wide achievement goals as well as their own personal learning goals. We believe that our curriculum should always meet the needs of a diverse study body inclusive of a variety of cultures and identities and inclusive of SWDs, ELLs and students identified as ED.

In our own internal observations as well as observations from our partner Shared Space, we typically observe one singular lesson per period with little teaching variation, but some student choice (with the exception of ELA classrooms). Overall data trends are driving the pacing of units including what/when is reviewed and retaught, however, this is infrequently individualized in most classes.

We have also observed that our most commonly used co-teaching models are "team teaching" and "one teach, one assist", however, with this commitment we expect that we will begin to use "station teaching" and "alternative teaching" more often.

Student surveys indicate that students feel most successful in class and most prepared for Regents exams when they receive individualized support. Student buy-in is also increased when individualized classroom data is shared and used regularly and in a timely manner.

This Commitment has emerged as a priority because of the positive impact it will have on *overall* learning as well as within targeted special populations, especially ELLs and SWDs in grades 9-12.

Key Strategies and Resources

STRATEGY

METHODS

RESOURCES

Priority 3

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Coaching	<ul style="list-style-type: none"> Each teacher is assigned an instructional coach (one of four Assistant Principals). Teachers are invited to weekly or biweekly coaching individually or with co-teachers. Coaching meetings allow teachers and coaches to review data and plans and debrief instructional strategies. Coaches also serve as an accountability check for timely lesson plan creation/submission, weekly data entry and alignment to standards/scope and sequence. 	Clear explanation of coaching roles/expectations at beginning of school year, early and consistent scheduling, meeting agenda with materials and deliverables
Advanced submission of 2 lesson plans/week for feedback & adjustments	<ul style="list-style-type: none"> Continue w/ practice from previous years of submitting two lesson plans to be taught the following week each Wednesday by 4 PM Co-teachers write lessons together (all teachers have one 50-minute collaborative planning period/day). Coaches provide feedback based on individual coaching targets and/or data Coaches observe implementation 	<ul style="list-style-type: none"> Schoolwide scope & sequence, unit plan and lesson planning templates S&S and initial unit plans created before the start of the school year Planning time, common preps for coteachers and support teachers Professional development
Weekly standards/skills based performance tracking	<ul style="list-style-type: none"> Each lesson entails an exit ticket. 3x/week exit ticket data is entered in Illuminate w/ tagged skill/standard Teachers use data to inform future lesson plans - ideally grouping kids, but can be individualized Students have access to their own data to track progress towards goals 	<ul style="list-style-type: none"> Illuminate as a tool for tracking data and easily created reports (standards/skills, individual growth, etc) Professional development Quarterly "data days" embedded in calendar

Priority 3

<p>Teacher professional development</p>	<ul style="list-style-type: none"> • Teachers are informed of goals during August PD, tools are set up for tracking and teachers receive PD on strategies for data-driven teaching • Ongoing professional development via coaching and during quarterly “data days” 	<ul style="list-style-type: none"> • APs assigned to coach teachers • Professional development surveys and student data drive PD planning
<p>Weekly classroom walkthroughs/observations</p>	<ul style="list-style-type: none"> • Weekly observations of each teacher/coteaching pairs • Collaborative planning w/ coaches and follow up conversations • Accessible data to allows for coaches to observe for strategic coaching and strategy and progress towards goals • Student interviews/surveys to supplement observations 	<ul style="list-style-type: none"> • High quality checklist • Mechanisms for regular feedback • Coaches and third party observers (Shared Space, NYSED)

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

STAR for ELA: ELA - Individual student "level" growth as measured by STAR.

Interim Assessments (replaced with mid-year Mock Regents where eligible): Standards/skills growth as measured by IAs and tracked on Illuminate

Regents: 75% of students achieving 65% or above on Regents

Lesson Plans/Classroom Observations: Lessons are not "one size fits all" both in plans and in observations. Plans indicate data driven groupings and varied teaching strategies/co-teaching models.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
STAR for ELA	STAR ELA - 85% of students performing below grade level improve at least one level	
Interim Assessments/Mock Regents	IA/Mock - mastery average for all retested skills/standards improves from IA 1 to IA 2/Mock	
Lesson Plans	Lesson plans indicate data-informed differentiation (2 lessons submitted in advance of instruction each Wednesday)	
Classroom Observations	Classroom observations indicate that co-teachers are strategically planning and teaching to support individualized support and growth. Varied groupings and co-teaching models and modified classwork are all indicators.	
Exit Ticket Data	Exit ticket data is tracked in illuminate and individual students show	

Priority 3

	growth on tracked standards/skills	
Surveys	Students indicate knowledge of status in class and teachers support achieving learning goals.	
Afterschool Intervention	80% of students invited will participate in afterschool intervention with consistent attendance.	

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2023-24?	Restorative Practices
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this Priority fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District's long-term plans? • In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>Restorative practices is grounded in inclusion, empathy, and community-mindedness, and provides a strong antidote to the traumas stemming from social issues and traditional, punishment-oriented conflict resolution practices. These approaches can guide students and educators to build healthy relationships and promote the well-being of their school community.</p> <p>We are confident that making this commitment will result in:</p> <ul style="list-style-type: none"> • improvements in perceptions of school climate for students, teachers, and families • greater confidence among staff in their ability to building positive relationships with students • conditions that promote desirable behaviors and academic success

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Staff PD in the summer and throughout the year	We will plan for at least 5 RP PD sessions throughout the year.	This will be led by the Principal, AP of Culture, and other selected staff.
Partnership with NY Law School	We will explore what resources exist at NYLS to support our RP program at school.	This effort will be led by the AP of culture.
RP in advisory	We will include regular RP lessons in our advisory classes.	This will be led by the advisory planning committee.
Targeted RP support of staff	We will offer more intensive training to staff	The will be lead by the Principal, AP

Priority 4

who seek it or to staff who struggle with forming relationships with students.

of Culture and Deans.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

By reviewing the referral and survey data, We hope to see a decrease in the number of incidents of disruptive behaviors and that stakeholders feel like they are being treated fairly.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Student Data- Referral Data	We hope to see a decrease in the number of incidents of disruptive behaviors	
Adult/Schoolwide Behaviors and Practices-Referral Data	We hope to see that the referrals being submitted are 100% followed up with a restorative conversation and that the submitter speaks with the family about the incident.	
Student reports of mistreatment by staff	We hope to see a decrease in the number of incidents in which students report concerns about being treated unfairly.	

Priority 4

Referral and survey data

We hope to see a decrease in the number of incidents of disruptive behaviors and that stakeholders feel like they are being treated fairly.

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2023-24?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this Priority fit into the District's vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right Priority to pursue?*
- *How does this fit into other Priorities and the District's long-term plans?*
- *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*
- *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Richard Burke	Superintendent	The Charter High School for Law & Social Justice
Elizabeth Runco	Principal	"
Floriande Buckman	Assistant Principal	"
Jose Ferrer	Assistant Principal	"
Yarimil Alba	Assistant Principal	"
Brian Landin	Assistant Principal	"
Robin Sharpe	Director of SP. ED	"
Ashley Alfred	Teacher	"
Mercedes Martinez	Parent	"
Bart Laskawski	Teacher	"

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
Jul 10, 2023	CHSLSJ
July 12, 2023	CHSLSJ

Stakeholder Participation

Jul 17, 2023	CHSLSJ
Jul 24, 2023	CHSLS

Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. ☒ The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☐ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. ☒ A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).



**Charter High School for Law and
Social Justice**

Comprehensive Improvement Plan (CIP)

2023–2024 Priorities

Agenda



What is a CIP?



Four Priorities Overview



Priorities Deep-dive

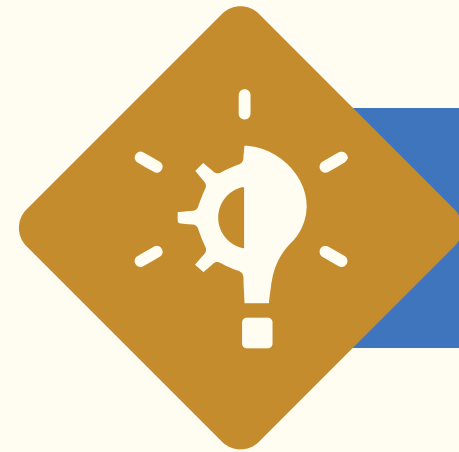


Your role



Wrap Up and Questions

What is a DCIP?



Comprehensive Improvement Plan

A Comprehensive Improvement Plan is a part of a process created by the New York State Department of Education for schools to consider existing needs and determine next steps for the upcoming school year.

CHSLSJ has identified Four Priorities

- ① Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.
- ② Achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.
- ③ Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.
- ④ Restorative Practices

Priority Deep-dive



Reasoning

Explanation for each
priority



Strategies

Action steps



Goals & Benchmarks

End-of-year goals to
indicate success &
checkpoints



Your role

How you fit in

Priority 1: Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.

Reasoning



To best equip our students with the knowledge, skills, and resources needed for not just college and career readiness but to be active participants in society, we believe our students must engage in a rigorous curriculum that is horizontally and vertically aligned.

Strategies

Department PLCs

Vertical alignment discussions facilitated by APs and Department Chairs

Grade Level PLCs

Horizontal alignment discussions facilitated by grade level leads, with help of counselors and deans

Curriculum audits

Instructional APs and principal analyze unit plans and scope and sequence

Targeted Coaching Styles

APs target areas of growth on Danielson using SMART goals, followed by PD and observation & coaching cycle

Formal observations & walkthroughs

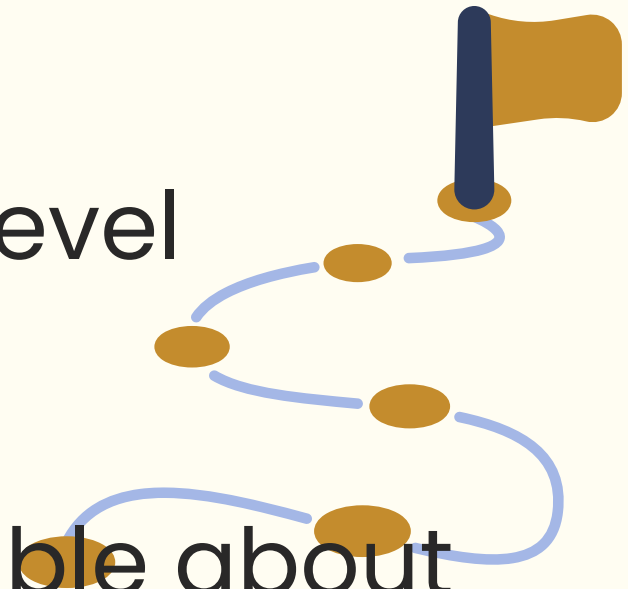
Instructional APs and principal collect data, gather trends, and prepare to set goals

End-of-year Goals

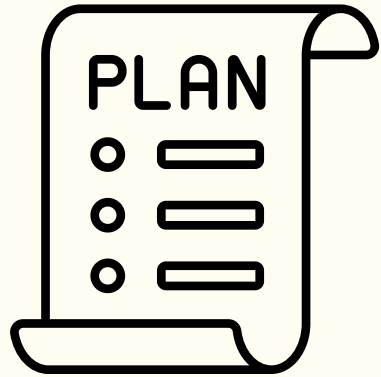
- 01 Walkthrough data shows common strategies are used across classrooms to push rigor.**
- 02 Review of curriculum materials shows vertical and horizontal alignment across grade-levels and content-specific departments.**
- 03 End-of-year STAR math and ELA data: 30% of students perform at or above grade level in ELA and math and, Regents: 75% of students achieve 65% or above on Regents**

Benchmarks and Milestones throughout the Year

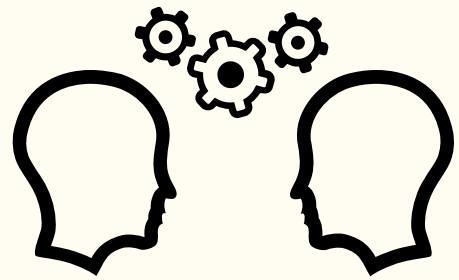
- **Formal Observation and Walkthrough Data** show teachers implementing common strategies to increase rigor and teaching culturally relevant content
- **Interim Assessment Data:** 50% of students score 80% or above
- **Mid-year STAR data:** In ELA, 30% of students perform at or above grade level; in Math, 25% of students perform at or above grade level
- **School attendance and tardiness:** 90% of students attend daily.
100% arrive to class on time
- **Academic conversations with parents:** parents are knowledgeable about their child's academic program, individual progress, and tools available to further support them.
- **Coaching/feedback cycle:** Teachers gain perspective on their instructional practices and how their curriculum and teaching strategies are directly correlated to the data.
- **Data-driven department and grade-level team meetings:** teachers connect to share strategies, resources, and discuss data.
- **Student participation in data review cycles:** students have opportunities to reflect on their own progress



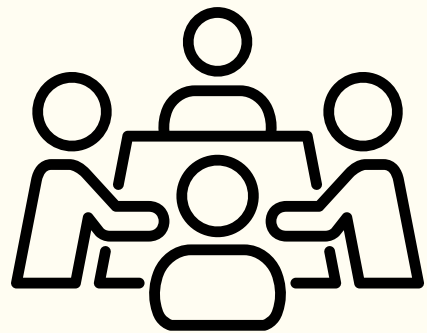
Your Role in providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.



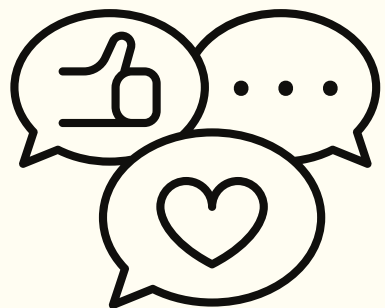
Co-planning & implementing rigorous curriculum



Active engagement in coaching, including attending meetings and implementing feedback



Attendance and participation in department and grade-level meetings



Conferencing with students

Priority 2: Achieving an 80% or higher graduation rate for each cohort and empowering every student to identify and pursue a clear career or college pathway.

Reasoning



Graduates who are prepared for their future endeavors are more likely to contribute to a just and equitable society. By empowering students to identify their career or college pathway, we are preparing them for the challenges and opportunities that lie ahead.

Strategies

“ABCs”: Attendance, Behavior, Course Performance

Establish early warning team, team meeting protocols, bi-weekly meetings, track other indicators that indicate a student may not graduate

Track & audit grades and transcripts for seniors

Counselors will conduct audits of seniors every 2 months, as well as provide aptitude assessments and individual planning to help identify a student's interests and abilities.

Counseling and intervention of any senior that is not on track to graduate.

Quarterly audit of transcripts to see who is on track for graduation. All students who are not on track will have intervention plans in place to aid in their progress

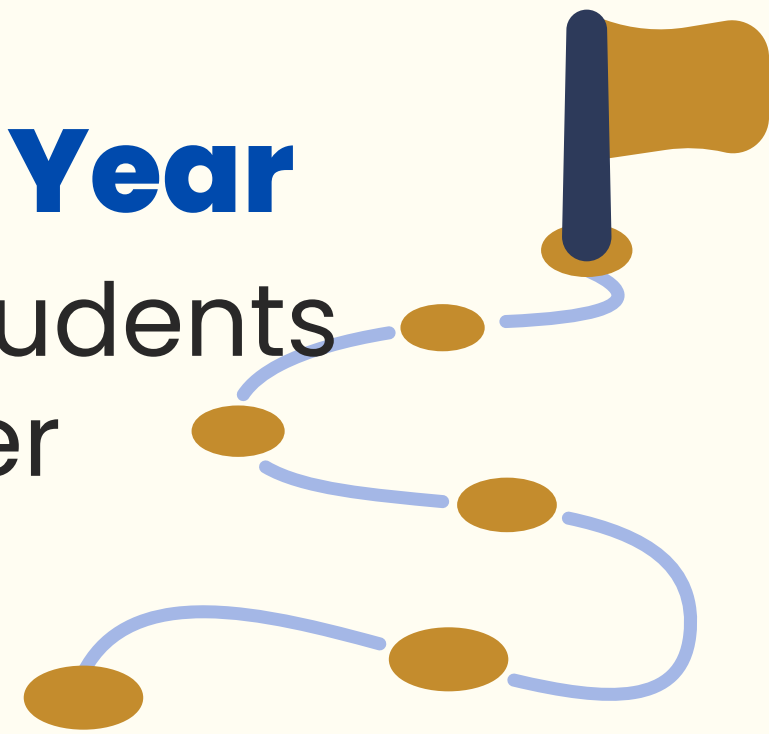
End-of-year Goals

01 The 4 year graduation rate will be 80% or higher.

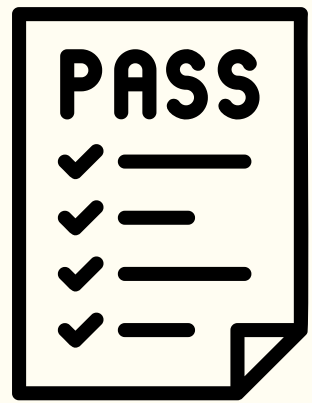
**02 100% of students from the graduating class will have
identified a career or college pathway prior to
graduating in June.**

Benchmarks and Milestones throughout the Year

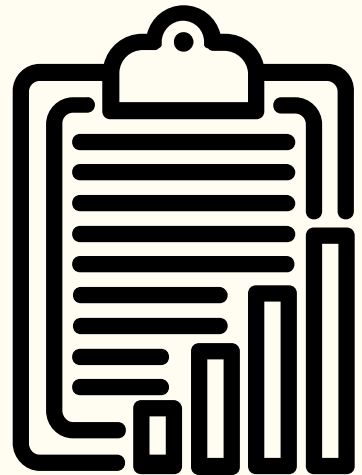
- **Credit accumulation by January 2024:** 85% of our students have at least 38 or more credits by their 2nd semester of their 12th grade year
- **Transcript audit:** 100% of students have a transcript and detailed plan for graduation.
- **Course enrollment data**
- **Regents Graduation Requirements:** Students who are not on track are enrolled in Regents Prep and scheduled for Regents exams in January 2024
- **Course passing rate:** 75% of students will pass all of their core academic classes for the first quarter.
- **Maintain up-to-date enrollment for all students**
- **Student Self-Data Monitoring:** All students track their own data with their Advisor



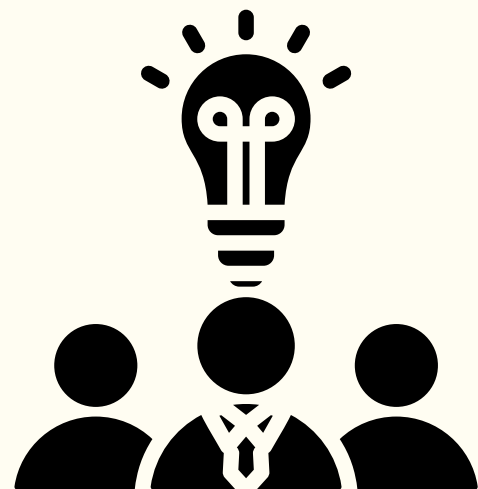
Your Role in achieving an 80% or higher graduation rate for each cohort and empowering every student to identify and pursue a clear career or college pathway



Helping students pass your classes now, no matter your grade level or subject



Academic progress monitoring with students



Engaging in meaningful conversations with students in (and out) of advisory

Priority 3: Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.

Reasoning



We envision all students achieving our school-wide achievement goals as well as their own personal learning goals. We believe that our curriculum should always meet the needs of a diverse study body inclusive of a variety of cultures and identities and inclusive of SWDs, ELLs and students identified as ED.

Strategies

Coaching

Coaching meetings with an AP and accountability checks for instructional materials

LP Submission

Lesson plans are co-written, coaches provide feedback on lesson, as well as observe and provide feedback on implementation

Standards-based performance tracking

Exit ticket data entered on Illuminate, teachers use data to inform future lesson planning, students have access to their own data

Professional Development

Ongoing PD continued from August PD sessions, tools set up for tracking progress, quarterly data days

Weekly walkthroughs/ observations

Weekly observations of co-teaching pairs, collaborative planning and follow up with APs, accessible data, student interviews

End-of-year Goals

01 **STAR ELA tests indicate Individual student “level” growth**

02 **lAs indicate standards and skills growth**

03 **75% of students achieve 65% or above on Regents**

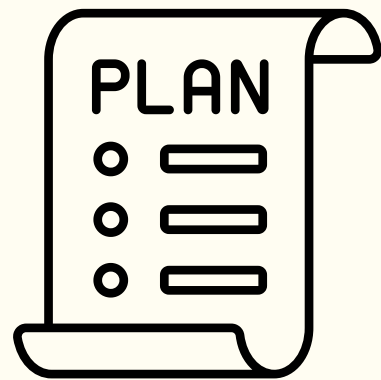
04 **LPs and classroom observations indicate lessons are not “one size fits all” both in plans and in observations. Plans include data driven groupings and varied teaching strategies/co-teaching models.**

Benchmarks and Milestones throughout the Year

- **STAR for ELA:** 85% of students performing below grade level improve at least one level of their 12th grade year
- **Interim Assessments/Mock Regents:** mastery average for retested skills/standards improves
- **Lesson Plans** indicate data-informed differentiation
- **Classroom observations** indicate strategic planning and teaching to support individualized support and growth
- **Exit ticket data** is tracked in illuminate and individual students show growth on tracked standards/skills
- **Surveys:** Students indicate knowledge of status in class and teachers support achieving learning goals
- **Afterschool Intervention:** 80% of students invited will participate consistently



Your Role in creating differentiated lessons within each unit plan, driven by short-term and long-term achievement data.



Co-planning differentiated lessons to meet the needs of each individual student



Using data to inform lesson planning, groupings, and co-teaching models



Messaging the importance of STAR tests, interim assessments, and Regents exams to students

Priority 4: Restorative Practices

Reasoning



Restorative practices is grounded in inclusion, empathy, and community-mindedness, and provides a strong antidote to the traumas stemming from social issues and traditional, punishment-oriented conflict resolution practices.

We are confident that making this commitment will result in: improvements in perceptions of school climate for students, teachers, and families, greater confidence among staff in their ability to building positive relationships with students, and conditions that promote desirable behaviors and academic success

Strategies

Staff PD

5 RP PD sessions throughout the year

Partnership with NY Law School

explore what resources exist at NYLS to support our RP program at school.

Advisory

Restorative Practices in Advisory throughout the year

Targeted restorative practice support for staff

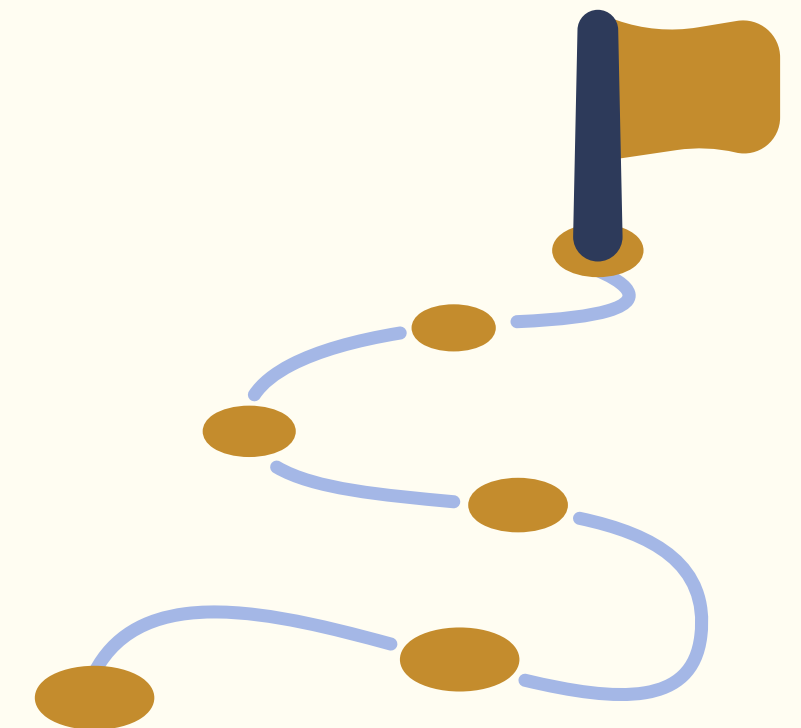
Intensive trainings for staff who seek it and/or are struggling with forming relationships with students

End-of-year Goals

- 01 Referral and survey data indicate a decrease in the number of incidents of disruptive behaviors and that stakeholders feel like they are being treated fairly.

Benchmarks and Milestones throughout the Year

- **Referral Data** indicates decrease in disruptive behaviors
- **Adult/Schoolwide Behaviors and Practices:**
all referrals followed by restorative conversation and conversation with the family
- **Student reports of mistreatment by staff** decrease
indicate data-informed differentiation



Your Role in establishing restorative practices



Following school disciplinary protocols, including referral system when needed



Commitment to using restorative practices, including restorative conversations and follow-up with families



Seeking support and additional resources from administration if you are struggling to incorporate restorative practices or build relationships with students

Recap: Four Priorities

1

Providing a culturally responsive and rigorous curriculum aligned to the academic needs of our students.



2

Achieving an 80% or higher graduation rate for each cohort and to empower every student to identify and pursue a clear career or college pathway.

3

Differentiated lessons within each unit plan, driven by short-term and long-term achievement data.

4

Restorative Practices

Questions or Concerns?



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.22.2022.

PREMISES

The Charter High School for Law and Social
Justice
1960 University Avenue
Bronx NY 10453

The Charter High School for Law and Social
Justice
1960 University Avenue
Bronx NY 10453

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **02.28.2022**.

~~XXX~~ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

Note: Re-inspection conducted on 08.19.2022 resulted in dismissal of violation orders.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU



Certificate of Occupancy

CO Number: 2094544-0000003

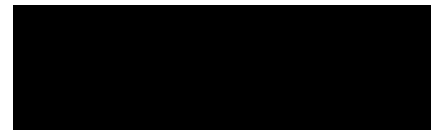
This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: BRONX Address: 1960 UNIVERSITY AVENUE Building Identification Number(BIN): 2094544	Block Number: 2868 Lot Number(s): 111 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1	Full Building Certificate Type: Temporary Date Issued: 07/31/2023
This building is subject to this Building Code: 1968			
This Certificate of Occupancy is associated with job# 220561434-01			
B.	Construction Classification: I-B: 3 HOUR PROTECTED Building Occupancy Group classification: E - EDUCATIONAL Multiple Dwelling Law Classification: Not Available		
	No. of stories: 5	Height in feet: 75	No. of dwelling units: Not Available
C.	Fire Protection Equipment: Fire Alarm System		
D.	Parking Spaces and Loading Berths: Open Parking Spaces: 0 Enclosed Parking Spaces: 0 Total Loading Berths: Not available		
E.	This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: 2017000042407, 2017000042408 BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments:			

Borough Commissioner



Commissioner





Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Cellar	F-2	1	OG	3B		220561434	Temporary	10/29/2023
Description of Use: Mechanical and/or electrical equipment rooms MECH. EQUIPMENT ROOM						Exceptions:		
Floor 1	A-3	770	100	4A		220561434	Temporary	10/29/2023
Description of Use: House of Worship HOUSE OF WORSHIP.						Exceptions:		
Floor 2	E	226	75	3A		220561434	Temporary	10/29/2023
Description of Use: Academies and schools SCHOOL CLASS ROOMS						Exceptions:		
Floor 3	B	4	75	3A		220561434	Temporary	10/29/2023
Description of Use: Business and Service ADMINISTRATION OFFICES						Exceptions:		
Floor 3	E	219	75	3A		220561434	Temporary	10/29/2023
Description of Use: Academies and schools SCHOOL CLASS ROOMS						Exceptions:		
Floor 4	E	108	75	3A		220561434	Temporary	10/29/2023
Description of Use: Academies and schools SCHOOL CLASS ROOMS						Exceptions:		

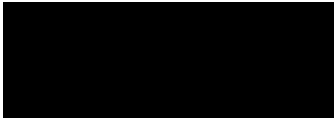


Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 4	B	55	75	3A		220561434	Temporary	10/29/2023
Description of Use: Business and Service OFFICES						Exceptions:		
Floor 5	B	30	75	3A		220561434	Temporary	10/29/2023
Description of Use: Business and Service ADMINISTRATION OFFICES, LIBRARY ROOM						Exceptions:		
Floor 5	E	112	75	3A		220561434	Temporary	10/29/2023
Description of Use: Academies and schools SCHOOL CLASS ROOMS						Exceptions:		

CofO Comments:

Borough Commissioner



Commissioner

