

# Application: Harlem Link Charter School

Gretchen Liga - gliga@csbm.com  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### Required of ALL Charter Schools

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

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM LINK CHARTER SCHOOL 310300860875

**a1. Popular School Name**

Harlem Link

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 3 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

9/2004

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2005

**h. SCHOOL WEB ADDRESS (URL)**

<http://www.harlemlink.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

500

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

423

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

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 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	21 West 111th Street, New York, NY 10026	212-289-3249	NYC CSD 3	K-5	No

### m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Steven Evangelista			
Operational Leader	Racquel Brown			
Compliance Contact	Steven Evangelista			
Complaint Contact	Steven Evangelista			
DASA Coordinator	Racquel Brown			
Phone Contact for After Hours Emergencies	Steven Evangelista			



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

Co-located Space

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

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

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

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

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

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

## ATTESTATIONS

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Racquel Brown
Position	Director of Operations
Phone/Extension	212-289-3249
Email	<a href="mailto:rbrown@harlemlink.org">rbrown@harlemlink.org</a>

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

## Responses Selected:

Yes

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

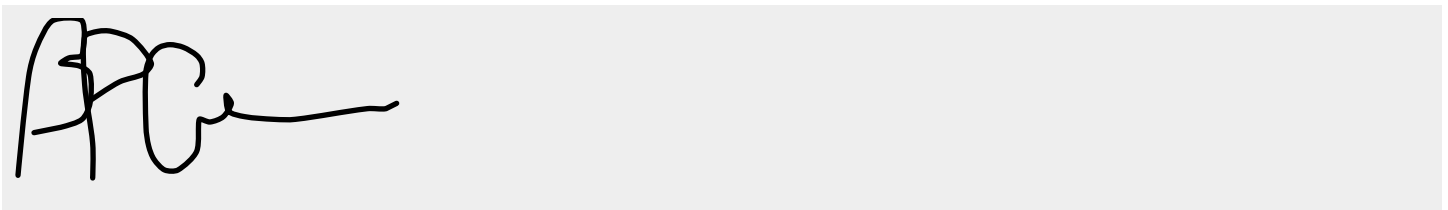
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is fluid and cursive, starting with a large loop on the left and extending to the right with a long, sweeping stroke.

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be the initials 'APC' followed by a short horizontal stroke.

**Date**

Aug 2 2021

**Thank you.**



## Entry 3 Accountability Plan Progress Reports

Completed Aug 16 2021

### Instructions

## **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

### **Harlem Link APPR Draft 4**

Filename: Harlem Link APPR Draft 4.docx Size: 643.7 kB

## Entry 4 - Audited Financial Statements

Completed Nov 1 2021

### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**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, 2021**. 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 protection are turned off.

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

### **Harlem Link Charter FST with Mgmt Ltr**

Filename: Harlem Link Charter FST with Mgmt Ltr.pdf Size: 455.9 kB

## Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

### **2020-21-Audited-Financial-Statement-Template SUNY**

## Entry 4c - Additional Financial Documents

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

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

<sup>[1]</sup> 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.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

**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

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

### [2021-22-SUNY Budget](#)

**Filename:** 2021 22 SUNY Budget.xlsx **Size:** 534.1 kB

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** Aug 2 2021

### **Required of ALL Charter Schools by August 2**

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

## [K](#)

**Filename:** K.Cantandella.pdf **Size:** 81.0 kB

## [2021-SUNY-Financial-Disclosure-Form\\_Agrusti](#)

**Filename:** 2021 SUNY Financial Disclosure Form Agrusti.pdf **Size:** 274.0 kB

## [2021-SUNY-Financial-Disclosure-Form](#)

**Filename:** 2021 SUNY Financial Disclosure Form.pdf **Size:** 434.4 kB

## [7-1-21 - SUNY \(Harlem Link\) -Financial-Disclosure-Form \(J](#)

**Filename:** 7 1 21 SUNY Harlem Link Financia dg09ykN.pdf **Size:** 291.9 kB

## [John Reddick](#)

**Filename:** John Reddick.pdf **Size:** 1.3 MB

## [Monica chesnut](#)

**Filename:** Monica chesnut.pdf **Size:** 246.3 kB

## [soto](#)

**Filename:** soto.pdf **Size:** 407.2 kB

## [P](#)

**Filename:** P.Carry.pdf **Size:** 129.7 kB

## [Robinson Disclosure](#)

**Filename:** Robinson Disclosure.pdf **Size:** 661.5 kB

## [Traore Marie 2021 SUNY Disclosure of Financial](#)

**Filename:** Traore Marie 2021 SUNY Disclosure o 9BAhlZg.pdf **Size:** 204.8 kB

## [Dumas Disclosure](#)

**Filename:** Dumas Disclosure inyPFd3.pdf **Size:** 172.7 kB

## [harris](#)

**Filename:** harris.pdf **Size:** 366.7 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

## **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.

### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2020-2021
1	Laura Agrusti		Trustee/ Member	Education	Yes	2	07/01/2020	06/30/2023	6
2	Jonathan Barrett		Trustee/ Member	Executive Development Finance	Yes	5	07/01/2020	06/30/2022	5 or less
3	B. Peter Carry		Chair	Executive Development	Yes	4	07/01/2019	06/30/2022	10



				ment					
4	Kenneth Cantand e lla		Vice Chair	Executiv e Develop ment	Yes	3	07/01/2019	06/30/2022	7
5	Monica Smalls Chestnut		Parent Rep	None	No	1	07/01/2019	06/30/2022	5 or less
6	Brandilyn Dumas		Trustee/ Member	Executiv e Educati on	Yes	4	07/01/2019	06/30/2022	5 or less
7	Hallie Gittleman		Trustee/ Member	Educati on	Yes	1	07/01/2020	06/30/2020	5 or less
8	Naheem Harris		Trustee/ Member	Executiv e Finance	Yes	2	07/01/2020	06/30/2023	5 or less
9	John Reddick		Trustee/ Member	None	Yes	1	07/01/2020	06/30/2023	9

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

Yes

**1b. Current 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 2020-2021
10	Edward Robinson Jr.		Trustee/Member	None	Yes	2	07/01/2020	06/30/2023	7
11	Voyka Soto		Trustee/Member	Executive Finance	Yes	1	09/24/2019	06/30/2022	5 or less
12	Marie L. Traore		Trustee/Member	None	Yes	1	07/01/2019	06/30/2022	5 or less
13									
14									
15									

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

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

## 3. Number of Board meetings held during 2020-2021

10

## 4. Number of Board meetings scheduled for 2021-2022

10

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

## Entry 9 Enrollment & Retention

Completed Aug 2 2021

### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	To recruit Economically Disadvantaged students, Harlem Link conducts extensive outreach in high needs neighborhoods in District 3 and District 5. The school send mailings to zip codes with high populations of families experiencing economic hardship and distributes information and conducts information sessions at	

Economically Disadvantaged	<p>various community based organizations, health care clinics, and housing complexes, such as Harlem GEMS, the Adair House, the Abyssinian Development Corporation, and the Goddard Riverside Head Start among others. At these and similar locations, the school encounter a high percentage of families living below the poverty line. As a result of these efforts, 91% of the student body were from economically disadvantaged families.</p>	<p>Harlem Link plans to implement the same recruitment strategies in 2021-22 student body were from economically disadvantaged families.</p>
English Language Learners	<p>To recruit English Language Learners, all recruitment mailings are translated into Spanish, focusing on zip codes with large immigrant populations. Student application completed at the school and on our website are available in in Spanish and French. In addition, the school partners with the New York City Charter Schools Center to participate in its recruitment efforts aimed at English Language Learners. Harlem Link was one of 20 schools to pilot the Charter Center's 2011 initiative to create a common online application, for example, and has continued to participate in the program ever since. Translators are utilized at every presentation, recruitment fair and information session. To support this work, we have developed strong ties to community organizations that serve non-English speaking families, such as the East Harlem Bilingual Head Start Centers. In</p>	<p>Harlem Link plans to implement the same recruitment strategies targeted to English Language Learners in 2021-22.</p>

	2020-2021 16% of Harlem Link's students were English Language Learners.	
Students with Disabilities	<p>Our efforts to recruit Students with Disabilities are similar to those outlined above for Economically Disadvantaged students and English Language Learners. The school's comprehensive program services for students with special needs are clearly articulated in all recruitment materials, and specific neighborhoods are targeted for mailings based on their high percentages of students receiving services for disabilities. The school has also cultivated relationships with preschools that have large numbers of students with disabilities, such as the Annie G. Newsome Head Start, and the Union Street Settlement Associate Day Care. In its information sessions, orientation sessions and contact with parents prior to enrollment, the school does not ask families whether their children have been identified as having disabilities. Doing so could discourage families who fear the stigma of Individualized Education Programs (IEPs) from enrolling. Instead, the school uses the DOE's "SEIS" network to identify whether new enrollees are eligible for special education services. Also, the school promotes the fact that special education students are treated with a high level of attention and</p>	Harlem Link plans to implement the same recruitment strategies targeted to Students with Disabilities in 2021-2022

	<p>are integrated with other students throughout the school, mainly through the use of Collaborative Team Teaching on each grade level.</p> <p>In 2020-2021, 25% of Harlem Link's students received special education services.</p>	
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## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>With a high percentage of families qualifying for free and reduced price lunch throughout the school's history, the school has designed programs and structures with these students' needs in mind. For example, the school has always required students to wear uniforms, initially doing so in response to parent requests at the founding family input sessions. Parents expressed an interest in the sense of safety and unity conferred by uniforms, but also at the low cost. Since then, the school has always provided uniforms, including footwear, free of charge to families that express economic hardship. The school operates on the theory that a high degree of poverty leads to a high instance of childhood trauma, and that this trauma (along with the material needs that accompany poverty noted above), preventing the development of executive functions and creating a sense of</p>	<p>deficit, is a significant factor in the achievement gap. An example of this approach is the partnership the school has developed with Bank Street College of Education's Safe and Sound Schools program. Through</p>

Economically Disadvantaged	<p>deficit, is a significant factor in the achievement gap. An example of this approach is the partnership the school has developed with Bank Street College of Education's Safe and Sound Schools program. Through this program, the school is training teachers on understanding childhood trauma and providing therapeutic strategies in the classroom that allow children who have experienced trauma to adjust to the demands of a learning environment. The strategies are geared particularly toward students who are struggling to focus in light of abuse, neglect or other forms of trauma, but are appropriate for all students. In addition to these standard strategies, Harlem Link implemented a "Challenge and Response" data protocol in 20-21 which ensured that the school was aware of any covid-specific challenges faced by families that might impact their attendance or retention. Harlem Link then used this data to provide a series of targeted supports.</p>	<p>this program, the school is training teachers on understanding childhood trauma and providing therapeutic strategies in the classroom that Harlem Link's retention of Economically Disadvantaged students is strong. Therefore, no changes to our retention strategies are planned for the 2021-22 school year.</p>
	<p>After identifying ELL students, the school begins providing services and supplemental resources, and collects and analyzes available data within the first 2 weeks of the school year. Harlem Link provides support for ELLs in two distinct ways: in-class differentiation, and for eligible students, a pull-out English as a Second Language</p>	



(ESL) program using the English Now! program. Both of these initiatives are research-based and follow recommendations from the New York City Charter Schools English Language Learner Consortium, of which Harlem Link is a member. All Identified ELLs receive instructional supports in the classroom. Teachers plan specific interventions as part of the school's revised lesson plan format, targeting the ELL students in their classes. These are research based interventions that include: think time, talk time, nonlinguistic representation, tiered questioning and positive reinforcement with sentence corrections. In addition, the following resources are available in the classroom to support ELL students: audiovisual equipment, books on tape, labels, manipulatives, picture Dictionaries and Thesauruses and an ever-growing vocabulary wall in each classroom utilizing pictures to depict word definitions. Students scoring at a Beginning or Intermediate Performance level on the NYSESLAT or the LABr—and, depending on availability and space, all other students who are identified as ELL—receive pull-out ESL services a minimum of twice per week. The intervention teacher and classroom teacher will determine 2-3 academic goals for each student. This intervention may be provided in small groups with other ELLs in

## English Language Learners

the K-1, 2- 3, or 4-5 grade span or individually. In addition, the Manager of Coaching and Assessment oversees ELL student tutoring each morning, where students receive support in language acquisition as well as tutoring in their greatest areas of academic need. The intervention instruction is based on the English Now! Secondary and Elementary curriculum for ELLs. This curriculum develops ELL students' reading, writing, listening, and speaking skills so that students can read with fluency, ask and answer questions, and orally retell a story. The program targets the four language modalities (speaking, listening, reading, and writing), has an elementary full-year program, an elementary intervention program, and a secondary program. In addition, all ELLs and former ELLs may receive testing accommodations on all classroom tests created by the teacher or school and the ELA, Math, and Science state test. supports in the classroom. Teachers plan specific interventions as part of the school's revised lesson plan format, targeting the ELL students in their classes. These are research based interventions that include: think time, talk time, nonlinguistic representation, tiered questioning and positive reinforcement with sentence corrections. In addition, the following resources are available in the classroom to support ELL

Harlem Link's retention of English Language Learners is strong. Therefore, no changes to our retention strategies are planned for the 2021-22 school year.

students: audiovisual equipment, books on tape, labels, manipulatives, picture Dictionaries and Thesauruses and an ever-growing vocabulary wall in each classroom utilizing pictures to depict word definitions. Students scoring at a Beginning or Intermediate Performance level on the NYSESLAT or the LABr—and, depending on availability and space, all other students who are identified as ELL—receive pull-out ESL services a minimum of twice per week. The intervention teacher and classroom teacher will determine 2-3 academic goals for each student. This intervention may be provided in small groups with other ELLs in the K-1, 2- 3, or 4-5 grade span or individually. In addition, the Manager of Coaching and Harlem Link's retention of English Language Learners is strong. Therefore, no changes to our retention strategies are planned for the 2020-21 school year.

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Assessment oversees ELL student tutoring each morning, where students receive support in language acquisition as well as tutoring in their greatest areas of academic need. The intervention instruction is based on the English Now! Secondary and Elementary curriculum for ELLs. This curriculum develops ELL students' reading, writing, listening, and speaking skills so that students can read with fluency, ask and answer questions, and orally retell a

story. The program targets the four language modalities (speaking, listening, reading, and writing), has an elementary full-year program, an elementary intervention program, and a secondary program. In addition, all ELLs and former ELLs may receive testing accommodations on all classroom tests created by the teacher or school and the ELA, Math, and Science state tests. Each year, the school evaluates the program throughout the year by examining subgroup data and making a determination, as part of the leadership team summer strategic planning, about any changes that are needed for the program. Harlem Link will continue to work with the aforementioned Consortium to determine additional evaluation criteria and methods. The school also provides translation services when needed and has hired many Spanish speaking staff members to assist with frequent translations. In addition to these standard strategies, Harlem Link implemented a "Challenge and Response" data protocol in 20-21 which ensured that the school was aware of any covid-specific challenges faced by families that might impact their attendance or retention. Harlem Link then used this data to provide a series of targeted supports.

The RTI process involves teams of educators joining together to review data and propose solutions to learning problems

Students with Disabilities	<p>presented by students. Such teams include an AIS teacher, a social worker, a classroom teacher, an assistant principal and sometimes the Director of Curriculum and Professional Learning, who is the former principal of the school and now oversees the Student Support Team (of which RTI is one function). The process includes observing students, understanding their social and family history, examining their work and work habits, and understanding their place on the child development continuum. Solutions can include Tier II interventions (classroom based), Tier III interventions (provided by a professional outside the classroom such as AIS or social worker) or Tier IV (referral to special education, which as mentioned above is last resort). In addition to these standard strategies, Harlem Link implemented a "Challenge and Response" data protocol in 20-21 which ensured that the school was aware of any covid-specific challenges faced by families that might impact their attendance or retention. Harlem Link then used this data to provide a series of targeted supports.</p>	<p>Harlem Link's retention of Students with Disabilities is strong. Therefore, no changes to our retention strategies are planned for the 2021-22 school year.</p>
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## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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.

<sup>[1]</sup> Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.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.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

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

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

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

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0



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

	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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**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	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Incomplete**

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

## Entry 14 Links to Critical Documents on School Website

**Completed** Aug 2 2021

## Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## **Form for Entry 14 Links to Critical Documents on School Website**

**School Name:** Harlem Link Charter School

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.harlemlink.org/about/board/">https://www.harlemlink.org/about/board/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.harlemlink.org/about/board/">https://www.harlemlink.org/about/board/</a>
3. Link to NYS School Report Card	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.harlemlink.org/community/enroll/">https://www.harlemlink.org/community/enroll/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
6. District-wide Safety Plan	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>
8. Subject matter list of FOIL records	<a href="https://www.harlemlink.org/program/policies/">https://www.harlemlink.org/program/policies/</a>

**Thank you.**



## **Entry 15 Staff Roster**

**Incomplete** Hidden from applicant

### **INSTRUCTIONS**

#### **Required of Regents-Authorized Charter Schools ONLY**

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

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Harlem Link Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Doug Anderson
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	
School Audit Contact Phone:	

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>		<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents		\$ 4,174,457	\$ 2,653,916
Grants and contracts receivable		247,957	307,991
Accounts receivables		-	-
Prepaid expenses		13,139	14,438
Contributions and other receivables		-	-
<b>TOTAL CURRENT ASSETS</b>		<b>4,435,553</b>	<b>2,976,345</b>
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		<u>510,820</u>	<u>503,340</u>
<u>OTHER ASSETS</u>		<u>75,297</u>	<u>75,290</u>
<b>TOTAL ASSETS</b>		<b><u>5,021,670</u></b>	<b><u>3,554,975</u></b>
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses		\$ 165,479	\$ 88,287
Accrued payroll and benefits		663,204	552,461
Deferred Revenue		-	-
Current maturities of long-term debt		1,132,500	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		-	-
<b>TOTAL CURRENT LIABILITIES</b>		<b>1,961,183</b>	<b>640,748</b>
<u>LONG-TERM LIABILITIES</u>			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
<b>TOTAL LONG-TERM LIABILITIES</b>		<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>		<b><u>1,961,183</u></b>	<b><u>640,748</u></b>
<u>NET ASSETS</u>			
Without Donor Restrictions		3,060,487	2,914,227
With Donor Ristrictions		-	-
<b>TOTAL NET ASSETS</b>		<b><u>3,060,487</u></b>	<b><u>2,914,227</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b><u>5,021,670</u></b>	<b><u>3,554,975</u></b>

CK - Should be zero	-	-
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# HARLEM LINK CHARTER SCHOOL

## Statement of Activities as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 6,909,802	\$ -	\$ 6,909,802	\$ 6,890,937
Students with disabilities	1,664,494	-	1,664,494	1,663,757
Grants and Contracts				
State and local	33,028	-	33,028	27,422
Federal - Title and IDEA	480,881	-	480,881	395,462
Federal - Other	-	-	-	-
Other	385,948	-	385,948	372,914
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>9,474,153</b>	<b>-</b>	<b>9,474,153</b>	<b>9,350,492</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 6,311,120	\$ -	\$ 6,311,120	\$ 5,663,164
Special Education	1,975,773	-	1,975,773	1,797,871
Other Programs	-	-	-	-
Total Program Services	8,286,893	-	8,286,893	7,461,035
Management and general	986,639	-	986,639	1,162,086
Fundraising	203,299	-	203,299	98,812
<b>TOTAL OPERATING EXPENSES</b>	<b>9,476,831</b>	<b>-</b>	<b>9,476,831</b>	<b>8,721,933</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(2,678)</b>	<b>-</b>	<b>(2,678)</b>	<b>628,559</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 50,000	\$ -	\$ 50,000	\$ 75,000
Individuals	98,134	-	98,134	81,281
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	804	-	804	7,651
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>148,938</b>	<b>-</b>	<b>148,938</b>	<b>163,932</b>
<b>CHANGE IN NET ASSETS</b>	<b>146,260</b>	<b>-</b>	<b>146,260</b>	<b>792,491</b>
NET ASSETS BEGINNING OF YEAR	2,914,227	-	2,914,227	2,121,736
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 3,060,487</b>	<b>\$ -</b>	<b>\$ 3,060,487</b>	<b>\$ 2,914,227</b>

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 146,260	\$ 792,491
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	167,110	144,239
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	60,034	(153,637)
Prepaid Expenses	1,299	8,022
Accounts Payable	77,192	(74,401)
Accrued Expenses	-	-
Accrued Liabilities	110,743	79,621
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 562,638</b>	<b>\$ 796,335</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(174,590)	(295,658)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (174,590)</b>	<b>\$ (295,658)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	1,132,500	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ 1,132,500</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 1,520,548</b>	<b>\$ 500,677</b>
Cash at beginning of year	2,729,206	2,228,529
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,249,754</b>	<b>\$ 2,729,206</b>

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
						Management and				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	39.00	1,453,685	406,880	-	1,860,565	680,100	151,667	831,767	2,692,332	2,472,159
Instructional Personnel	60.00	3,191,903	1,042,459	-	4,234,362	-	-	-	4,234,362	3,663,399
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	27,700
Total Salaries and Staff	99.00	4,645,588	1,449,339	-	6,094,927	680,100	151,667	831,767	6,926,694	6,163,258
Fringe Benefits & Payroll Taxes		1,001,210	312,359	-	1,313,569	146,574	32,687	179,261	1,492,830	1,257,779
Retirement		78,252	24,413	-	102,665	11,456	2,555	14,011	116,676	88,190
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	1,877	-	1,877	1,877	19,885
Accounting / Audit Services		-	-	-	-	49,500	-	49,500	49,500	33,801
Other Purchased / Professional / Consulting Services		110,454	34,460	-	144,914	16,170	3,606	19,776	164,690	197,331
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		47,632	14,860	-	62,492	6,973	1,555	8,528	71,020	61,573
Utilities		12,594	3,929	-	16,523	1,844	411	2,255	18,778	12,173
Supplies / Materials		162,955	51,361	-	214,316	18,627	4,154	22,781	237,097	363,069
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		60,995	19,029	-	80,024	8,929	1,992	10,921	90,945	131,281
Marketing / Recruitment		43,686	19,322	-	63,008	21,003	-	21,003	84,011	179,072
Technology		22,421	3,995	-	26,416	3,282	732	4,014	30,430	29,627
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		4,637	2,051	-	6,688	2,230	-	2,230	8,918	24,635
Depreciation		112,077	34,966	-	147,043	16,408	3,659	20,067	167,110	144,239
OTHER		8,619	2,689	-	11,308	1,666	281	1,947	13,255	16,020
Total Expenses		\$ 6,311,120	\$ 1,972,773	\$ -	\$ 8,283,893	\$ 986,639	\$ 203,299	\$ 1,189,938	\$ 9,473,831	\$ 8,721,933



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Harlem Link Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Doug Anderson
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	
School Audit Contact Phone:	

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

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

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>		<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents		\$ 4,174,457	\$ 2,653,916
Grants and contracts receivable		247,957	307,991
Accounts receivables		-	-
Prepaid expenses		13,139	14,438
Contributions and other receivables		-	-
<b>TOTAL CURRENT ASSETS</b>		<b>4,435,553</b>	<b>2,976,345</b>
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		<u>510,820</u>	<u>503,340</u>
<u>OTHER ASSETS</u>		<u>75,297</u>	<u>75,290</u>
<b>TOTAL ASSETS</b>		<b><u>5,021,670</u></b>	<b><u>3,554,975</u></b>
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses		\$ 165,479	\$ 88,287
Accrued payroll and benefits		663,204	552,461
Deferred Revenue		-	-
Current maturities of long-term debt		1,132,500	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		-	-
<b>TOTAL CURRENT LIABILITIES</b>		<b>1,961,183</b>	<b>640,748</b>
<u>LONG-TERM LIABILITIES</u>			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
<b>TOTAL LONG-TERM LIABILITIES</b>		<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>		<b><u>1,961,183</u></b>	<b><u>640,748</u></b>
<u>NET ASSETS</u>			
Without Donor Restrictions		3,060,487	2,914,227
With Donor Ristrictions		-	-
<b>TOTAL NET ASSETS</b>		<b><u>3,060,487</u></b>	<b><u>2,914,227</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b><u>5,021,670</u></b>	<b><u>3,554,975</u></b>

CK - Should be zero	-	-
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# HARLEM LINK CHARTER SCHOOL

## Statement of Activities as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 6,909,802	\$ -	\$ 6,909,802	\$ 6,890,937
Students with disabilities	1,664,494	-	1,664,494	1,663,757
Grants and Contracts				
State and local	33,028	-	33,028	27,422
Federal - Title and IDEA	480,881	-	480,881	395,462
Federal - Other	-	-	-	-
Other	385,948	-	385,948	372,914
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>9,474,153</b>	<b>-</b>	<b>9,474,153</b>	<b>9,350,492</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 6,311,120	\$ -	\$ 6,311,120	\$ 5,663,164
Special Education	1,975,773	-	1,975,773	1,797,871
Other Programs	-	-	-	-
Total Program Services	8,286,893	-	8,286,893	7,461,035
Management and general	986,639	-	986,639	1,162,086
Fundraising	203,299	-	203,299	98,812
<b>TOTAL OPERATING EXPENSES</b>	<b>9,476,831</b>	<b>-</b>	<b>9,476,831</b>	<b>8,721,933</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(2,678)</b>	<b>-</b>	<b>(2,678)</b>	<b>628,559</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 50,000	\$ -	\$ 50,000	\$ 75,000
Individuals	98,134	-	98,134	81,281
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	804	-	804	7,651
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>148,938</b>	<b>-</b>	<b>148,938</b>	<b>163,932</b>
<b>CHANGE IN NET ASSETS</b>	<b>146,260</b>	<b>-</b>	<b>146,260</b>	<b>792,491</b>
NET ASSETS BEGINNING OF YEAR	2,914,227	-	2,914,227	2,121,736
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 3,060,487</b>	<b>\$ -</b>	<b>\$ 3,060,487</b>	<b>\$ 2,914,227</b>

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 146,260	\$ 792,491
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	167,110	144,239
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	60,034	(153,637)
Prepaid Expenses	1,299	8,022
Accounts Payable	77,192	(74,401)
Accrued Expenses	-	-
Accrued Liabilities	110,743	79,621
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 562,638</b>	<b>\$ 796,335</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(174,590)	(295,658)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (174,590)</b>	<b>\$ (295,658)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	1,132,500	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ 1,132,500</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 1,520,548</b>	<b>\$ 500,677</b>
Cash at beginning of year	2,729,206	2,228,529
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 4,249,754</b>	<b>\$ 2,729,206</b>

**HARLEM LINK CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
						Management and				
						Total				
		Regular Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	39.00	1,453,685	406,880	-	1,860,565	680,100	151,667	831,767	2,692,332	2,472,159
Instructional Personnel	60.00	3,191,903	1,042,459	-	4,234,362	-	-	-	4,234,362	3,663,399
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	27,700
Total Salaries and Staff	99.00	4,645,588	1,449,339	-	6,094,927	680,100	151,667	831,767	6,926,694	6,163,258
Fringe Benefits & Payroll Taxes		1,001,210	312,359	-	1,313,569	146,574	32,687	179,261	1,492,830	1,257,779
Retirement		78,252	24,413	-	102,665	11,456	2,555	14,011	116,676	88,190
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	1,877	-	1,877	1,877	19,885
Accounting / Audit Services		-	-	-	-	49,500	-	49,500	49,500	33,801
Other Purchased / Professional / Consulting Services		110,454	34,460	-	144,914	16,170	3,606	19,776	164,690	197,331
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		47,632	14,860	-	62,492	6,973	1,555	8,528	71,020	61,573
Utilities		12,594	3,929	-	16,523	1,844	411	2,255	18,778	12,173
Supplies / Materials		162,955	51,361	-	214,316	18,627	4,154	22,781	237,097	363,069
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		60,995	19,029	-	80,024	8,929	1,992	10,921	90,945	131,281
Marketing / Recruitment		43,686	19,322	-	63,008	21,003	-	21,003	84,011	179,072
Technology		22,421	3,995	-	26,416	3,282	732	4,014	30,430	29,627
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		4,637	2,051	-	6,688	2,230	-	2,230	8,918	24,635
Depreciation		112,077	34,966	-	147,043	16,408	3,659	20,067	167,110	144,239
OTHER		11,619	2,689	-	14,308	1,666	281	1,947	16,255	16,020
Total Expenses		\$ 6,314,120	\$ 1,972,773	\$ -	\$ 8,286,893	\$ 986,639	\$ 203,299	\$ 1,189,938	\$ 9,476,831	\$ 8,721,933





## **HARLEM LINK CHARTER SCHOOL**

### **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

8/16/ 2021

By Steve Evangelista, Principal

20 West 112<sup>th</sup> Street, 3<sup>rd</sup> Floor, New York, NY 10026

(917) 830-7397

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Evangelista prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
B. Peter Carry	Chair
Kenneth Catandella	Vice Chair
Naheem Harris	Treasurer
Laura Agrusti	Trustee
Jonathan Barrett	Trustee
Monica Chestnut	Parent Representative
Brandilyn Dumas	Trustee
Hallie Gittleman Smith	Trustee
John Reddick	Trustee
Edward Robinson	Trustee
Voyka Soto	Trustee
Marie Traore	Alumna Representative

**Steven Evangelista has served as the principal since 2011 and as the Co-Director from 2004 to 2011.**

## SCHOOL OVERVIEW

Harlem Link, an independent public charter school, opened its doors in the fall of 2005 to link academics, values and community to graduate articulate scholars who meet or exceed New York Performance Standards and active citizens who learn and serve their communities. Since 2005, the school has grown to serve PreK-5 students in Harlem and its surrounding communities.

Diverse families from more than ten districts across New York City choose Harlem Link for their children with the majority of students attending residing in District 5. Of the total student population for the 2020-21 school year, 92% of students were in poverty; 28% of students had at least one disability; and 10% were Multiple Language Learners.

Harlem Link anticipates that its percentage of MLL students served will increase in the upcoming year, based on internal assessments completed in the year prior. Harlem Link identified 11 additional students who were eligible for a provisional MLL designation. In order to identify students within this category of support we used home language and did informal screenings based on NYSITELL to gauge students would likely qualify. The school integrated both formal and provisionally designated students in MLL services. They received support through integrated co-teaching during co instruction with the schools two ENL teachers.

The ENL Specialist and coach also designed an internal ENL Interim assessment that was given 3x Fall, winter and spring. The specialist designed and led an MLL teacher leader program that meets several times Over the school year to learn and practice ENL best practices with their students. This group also analyzed the ENL interim assessments together and decided next steps for instructional support for MLL students in their classrooms. Finally, the ENL specialist along with the Literacy Director and the Special Education manager led intervention meetings with each class to discuss students, including MLL and their progress

Though Harlem Link is located in CSD 3, its student population is much more disadvantaged than CSD 3. Harlem Link's student population is more similar to CSD 5, the district with the greatest scholar enrollment at Harlem Link.

	Harlem Link	CSD 3	CSD 5
In poverty	92%	47%	83%
With disabilities	28%	20%	28%
Multiple Language Learners	10%	4%	9%

### 2020-21 Demographic Comparison for School and Districts

Leveraging the key design elements described below, Harlem Link consistently prepares its students to attend high performing, competitive public and private middle schools. These outcomes along with the significant and consistent progress the school has made toward achieving its mission has

resulted in the SUNY Charter School Institute granting Harlem Link a three-year charter renewal in 2010 and five-year charter renewals in 2013 and 2018.

Harlem Link's instructional vision, adopted in 2014, is: "We align our practice and use our relationships to help students achieve world-class scholarship and build good character." The school's educational program has undergone some important changes in recent years due to the development of the school's Instructional Vision. Notably, the early childhood program is further emphasizing learning through play and social emotional learning. Returning more forcefully to the school's founding philosophy after a period in which teacher-directed lessons were the norm, student-to-student interaction is again more highly valued in all grades and subjects, as is student thinking and learning through error making and reflection. Finally, students are more involved in their own goal-setting and receive more frequent feedback against the progress of those goals.

The school has strived to actualize Responsive Classroom (RC) guiding principles, which include the notion that social and emotional learning is as important as academic learning. The four elements of Responsive Classroom (Positive Community, Engaging Academics, Effective Management and Developmental Awareness) support the core of the vision: data-driven, rigorous learning and leadership.

Harlem Link's key design elements are:

### **1) Rigorous, high expectations and a belief in students**

Harlem Link seeks to uphold the same, rigorous, college-bound expectations for its students as those typically found in our nation's most well-resourced communities. These are embodied in the school's long-term vision for student success, supported by a preparatory environment for college and careers including the school's challenging curriculum and Core Values.

The school's first cohort alumni, which graduated from fifth grade in 2010, graduated from high school in four years at a rate of 73%. As of 2019-2020, 54% of that cohort is enrolled in college. The school is carefully tracking college matriculation and progress for its alumni, as well as supporting graduates along the path in middle and high school. We have found that 75% of the first four cohorts enrolled in college, 38% of these students have persisted and graduated, 33% have paused and of those, 23% have paused in 2020 due to the COVID-19 pandemic.

Working backward from the goal of college graduation, the school promotes a growth mindset. A core belief of the school is that behaviors presented by students are not reflective of fixed attributes, but can change and evolve with direction and effort. For this reason, the school never gives up on students and strives to engage and retain even those students expressing disaffection. To do so, Harlem Link partners with families, builds on the hopes and dreams of children, and creates a milieu of belief in which students can thrive.

### **2) A data-driven curriculum and pedagogy that support the school's mission**

Harlem Link seeks to provide a curriculum and teaching structures that support the development of critical thinking skills and student independence. The school uses a balanced literacy curriculum and a set of inquiry-based math and science programs, in which students have frequent opportunities to direct their own learning, examine their thinking and speak and listen about their

ideas and strategies with peers. Students must also acquire basic skills; therefore, the school incorporates highly structured academic programs that include a multisensory, sequential phonics program in the early grades and copious practice in basic mathematics skills.

Teachers choose instructional strategies based on data they collect and analyze that indicate student needs. This data is derived from the school's comprehensive assessment calendar, comprised of five distinct levels of assessment. Formal school-wide assessments (Level 4) during pre-pandemic times include Foundations phonics and Heggerty phonemic awareness inventories, the Fountas and Pinnell Reading Inventory, practice state exams, periodic math fluency assessments and a once-per-grade annual performance-based Science Expo.

The school has developed a protocol for analyzing unit-end performance assessments (Level 3). The school is now collecting and analyzing data school-wide on prioritized classroom-based lesson objective measures (Level 2), which include trade and teacher-made tests, exit slips, mini-quizzes and student-teacher conferencing notes. Teachers use Level 1 assessment (checks for understanding) to ensure their lesson is on target and preparing students for Level 2 assessments.

The school has formal programmatic structures in place to support each element of its Instructional Vision. Responsive Classroom (RC) creates the conditions in each classroom for strong learning. The RC practices include a consistent approach to morning meeting, introducing new material or routines, speaking to students, delivering lessons, learning about students, differentiating lessons and building community.

In Cognitively Guided Instruction (CGI), teachers introduce a challenging mathematical problem, having planned carefully around state standards and watching all students work independently with specific outcomes, strategies and misconceptions in mind. Teachers then orchestrate a collaborative discourse in which students share increasingly sophisticated strategies, helping students learn from each other and measuring their increased understanding over time. CGI addresses number sense, operations and fractions standards, while the school's TERC curriculum units address the remainder of the math standards in a daily Math Workshop.

In the upper grades, the school piloted the use of Visible Learning in its test preparation program, and is bringing this approach school-wide. Visible Learning is based on the principle that people, including children, learn best when they set meaningful goals and receive frequent concrete feedback on their standing against those goals. Visible Learning successfully transitioned students in the upper grades from relying on extrinsic incentives to focusing on learning targets for the satisfaction of learning.

Emotionally Responsive Practice (ERP), a set of pedagogical tools and knowledge provided by Bank Street College of Education's Safe and Sound Schools program, helps teachers use child developmental principles to create a learning environment where students who experienced trauma can be successful. Strategies such as reflective technique (in which students receive validation for their feelings regardless of their state, and thereby gain investment in the classroom community) create this environment, which benefits all children.

The school teaches the five competencies of the Collaborative for Social, Emotional and Academic Learning (CASEL), which are consistent with both RC and ERP's work. The five capacities are in the domains of self-awareness, self-management, social awareness, relationships skills and responsible decision-making.

The school staffs most classrooms with two teachers and has developed a model for co-teaching in which teachers choose from a small menu of appropriate structures and roles depending on the course, content and academic goals for students. Co-teachers also utilize Universal Design for Learning (UDL) as an instructional technique to maximize engagement and address diversified IEP goals and management needs. The school features at least two Integrated Co-Teaching classrooms on each grade, a robust student intervention program, and a rigorous promotion policy. For students who struggle academically or to complete required course work during the school year, successful completion of a mandatory summer academy may be required for promotion to the next grade.

### **3) High levels of professional learning**

The school utilizes both contracted and internal resources in order to support teachers in meeting the school's mission and effectively executing the curriculum and pedagogy. Harlem Link has developed a professional learning community on its campus in which all adults are constant learners, and the use of professional development resources encourages collaboration among staff.

Harlem Link contracts for professional development in areas such as mathematics, literacy and science and provides on-site training and coaching in planning and assessing, co-teaching, differentiating instruction, and use of assessment data among other areas.

Within the first year of teaching at Harlem Link (and in most cases, prior to service) each teacher is trained in the four-day Responsive Classroom I course, and a two day Cognitively Guided Instruction workshop. These workshops are provided in addition to a two-day on-site orientation and a two-week Summer Institute, during the latter of which all staff members participate in workshops, discussions and team planning sessions.

Harlem Link uses internal resources by having Grade Team Leaders, teachers recognized as having achieved a high level of both student achievement and fidelity to the school's vision, support newer teachers to the school; by having teachers join administrators in thematic walkthroughs, which include feedback by peers, administrators and consultants to the host classroom; and by ensuring grade teams function as an organized unit, such that each classroom is able to learn from the other or others on the team. Twice per month, grade teams have dedicated time set aside to perform pre-unit protocols, post-unit data analysis protocols and other forms of data analysis including part of the school's Child Study Process.

Over the past four years, the school has also developed a set of goals around diversity, equity and inclusion. A Diversity and Social Justice (DSJ) committee, jointly led by teachers and administrators, has driven the planning for school-wide and group activities. Each year, the full staff has

participated in training toward the execution of a five-year plan (now concluding Year Two), and engaged in a myriad of activities to address related goals in various areas of the school. For the first time in 2020-21, the school measured progress on these goals by administering a Panorama survey expressly focused on diversity and equity.

#### **4) Family and community involvement strategies**

Harlem Link supports the development of its independent parent association, the primary means by which parents can be involved in the life of the school and decision-making. The school also maintains an open-door policy, in which parents are encouraged to make appointments and spend time observing or helping in their child's classroom. The school has employed parents when appropriate, and invites family members in for programs, performances and events throughout the year, both during and after school. The school places a high level of importance on universal participation in tri-annual family-teacher conferences. As a community-based institution, the school is also committed to enrolling a student population representative of the community of location, in keeping with, originally, the spirit and, now, the letter of the charter law.

Living up to one of the founding reasons for the name "Link," the school's curriculum also includes attention to the rich tapestry of New York City and its surrounding environs as resources for learning. As part of units of study, scholars visit and study the local Harlem community and visit other parts of the city to support social studies learning throughout the grades.

The school maintains partnerships with community institutions in order to support its mission, instructional priorities, and families. The school boasts a number of key partnerships, for example: The Africa Center, which has provided cultural programming and support; a cadre of early childhood programs including the Northern Manhattan Neo-Natal Partnership, the Helen B. Atkinson Clinic, and the Bank Street Straus Center, which support the school's Start to Finish program and help coordinate resources to promote early learning in the community; the Northside Center for Children and Families, which provides on-site individual and family therapy to students in need; and the Kappa Alpha Psi fraternity, which has provided programming including essay contests, a boys support group, and the development of a college-focused competitive Step Team.

#### **5) Supportive school culture**

Harlem Link defines school culture as the tone created by the physical environment and all the actions and words of the people in it. The school places an emphasis on supporting teachers to promote their retention and continued growth and having an open, collaborative work environment for all staff. The school intends that teachers, administrators and all other staff members model the school's Core Values and successful student behaviors at all times and that the tone of the school is serious about learning but also joyful and celebratory.

Each day begins with a structured Morning Meeting in each classroom. Each classroom has the same set of goals for this time: to convey a sense of belonging, importance and fun to each student every day; to build positive community and relationships with and among students; and to practice academic content in novel and engaging ways.

The school used Responsive Classroom principles and practices throughout not only classrooms but common spaces as well. RC Teacher Language, which frames three complementary types of teacher approaches to student learning (Reinforcing, Redirecting and Reminding Language), is applicable in the lunchroom for not only maintaining order and safety but also teaching Social and Emotional Learning competencies.

The emphasis on students and families being physically represented in the school, in pictures and work on the walls, through performances and events, and in the school's open-door policy, creates a warm, inviting and joyful learning environment where students can focus and learn at a high academic level.

### **5a) Covid Family Response**

As an extension of our school culture, Harlem Link provided additional family supports during the time of Covid-19. We provided a predictable and consistent schedule with synchronous learning, with teachers planning for each student's individual needs. While students were learning remotely, HL ensured that no child would go hungry or be without the learning materials they needed to be successful. Staff remained on site to serve families by providing them access to additional educational tools. HL changed its food services agreement to Red Rabbit, which allowed for home delivery of food.

The school listened to families, who expressed little interest in returning to campus throughout the school year, and chose to focus on consistency and continuity by investing in a strong remote program rather than to attempt hybrid learning. One advantage of this approach, for example, was that the school was able to hold its usual daily morning meeting in each classroom each day consistently throughout the year, with teachers remaining constant; morning meeting sets the tone for learning and upholds a strong sense of culture by conveying a sense of belonging, importance and fun to each child. Harlem Link also ensured that each child had a Chromebook to support their work. The staff conducted home visits and material drops so that families did not have to come to the school in order to be prepared.

For students experiencing homelessness, Harlem Link partnered to set up home hot spots for community shelters. Hot spots were also provided to families without a regular internet connection. Harlem Link also thought creatively about how to reintroduce students to in person learning while minimizing the potential for covid-19 exposure. Following this, at first two and eventually up to eight pods of 10 students were set up for on-campus care. Dedicated staff members assisted these students in their learning and navigating instruction and related services, which continued remotely. In addition to these direct supports, Harlem link sent home family updates on a regular basis through a communications team. These updates included not only school information but also listed community resources for families in need.

In order to address the diversity of family needs, Harlem Link created a robust "Challenge and Response" data tracking system whereby it deployed tailored resources in direct response to specific needs. Finally, Harlem Link [commissioned a mural](#) to commemorate the resiliency demonstrated by its community during the Covid-19 pandemic and to thank its community for its continued civic commitment and academic learning.



### Transition to Remote Learning

- When the school was first impacted by Covid-19 in March of 2020, a transition to remote learning was made. At this time, Harlem Link established strong virtual practices which extended themselves to the 2020-2021 academic year. Harlem Link built upon its foundation for successful remote learning: driving principles, clear goals, and a [Virtual School website](#) with information for families. Harlem Link extended its use of the Virtual School website, a comprehensive site for families, including all links to remote learning sessions, schedules, technology support, mental health support, resources, and other communications from the school. The school also made contact with all families and deployed technology and other resources directly to students' homes.
- The school implemented daily synchronous learning to sustain school community and maximize learning in the remote setting. Resources were differentiated by grade level: Seesaw (for PK-2) and Google Classroom (for grades 3-5) emerged as most developmentally and academically appropriate. Teachers collected student work and gave feedback daily. In ELA, Harlem Link has used Lexia Core 5 and Epic to support independent reading. In mathematics, Harlem Link was able to adapt TERC to be used online by contracting with the Savvas platform. Data was collected from each of these tools to inform future practice and intervention. On SeeSaw there were 29,688 Posts Added and 13,472 Feedback entries from Teachers on Student Work.
- Classroom Portfolios: Every PK-5th Grade classroom teacher and Specials teachers incorporated the development of student portfolios into their practice. All teachers now have samples of student work from all semesters reflecting high, medium & low samples within ELA and Math (and for specials, within their content). The portfolios are standards based, with explanations of student work, and explanations of grading/feedback.
- Academic intervention, counseling, and related services continued. Teachers leveraged breakout rooms to give extra support in ICT classrooms. Students had access to standalone multi-language learning time and academic intervention. The school created online resources to teach PATHS, its SEL curriculum, remotely in the 2020-21 school year.
- Harlem Link closely monitored student attendance and was in frequent proactive communication with families to support them through the challenges of the pandemic, including illness and caretaking within family units, provision of childcare for families who were essential workers, access to technology, and the unfortunate increase in unemployment, home insecurity, and food insecurity. Harlem Link made daily calls and used secure Google sheets for documentation and an internal Slack channel to discuss and address issues. The social work team handled case management for difficult and challenging hardships; in the spring, the school increased the size of this team by bringing on a dedicated case manager. Through surveys and anecdotal comments to staff members, families have expressed very positive feedback to Harlem Link's proactive, thoughtful, empathetic, and community-focused approach.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- In strategically planning the year, Harlem Link adopted a framework for the Return to School, provided by Opportunity Labs and made available via a webinar hosted by Schoolworks. Beginning the process, the school adopted these key principles:
  - **Care:** We maintain our priority of caring for our community, supporting vulnerable populations, and prioritizing wellness (including physical health and safety and mental health) as the top considerations of all planning.
  - **Flexibility:** We are prepared for multiple scenarios (on-site, remote learning and a mixture), and we use data to adjust roles, schedules and programs to meet student needs.
  - **Accelerated Learning:** Intervention will become part of core instruction during this recovery period. We identify foundational skills and standards (“pre-requisites”) in each grade and core subject area, and provide extra instructional time to close gaps in learning while also teaching new content.
    - **Core Remote Teachers** were established to lead small groups and join classrooms to provide new levels of differentiation. Administrators as well as teachers took on this role, which allowed for all school-based stakeholders to gain a deeper understanding of student performance and more deeply analyze student data.
  - **Engagement:** We utilize the strengths and interests of our entire community, keep stakeholders working together, and prioritize engaging academic work both remotely and in the classroom.
  - **Collaboration and Documentation:** Careful planning, consistent communication and organized record keeping is essential in a time of great uncertainty and change, to protect our school and maintain learning for the future.

Through the Return to School Framework, the school formed a number of committees to contribute to two sets of shifts: the school year planning that takes place each summer, plus the pandemic/remote-specific aspects of planning. School Management team members led each committee, which covered the following topics:

- Literacy subcommittee
- Math subcommittee
- Wellness: Mental Health/SEL Crisis Response Team
- Wellness: Physical Health & Safety
- Scheduling
- Attendance
- Classroom community and routines (First Six Weeks)
- Blended Learning and Technology
- Facility

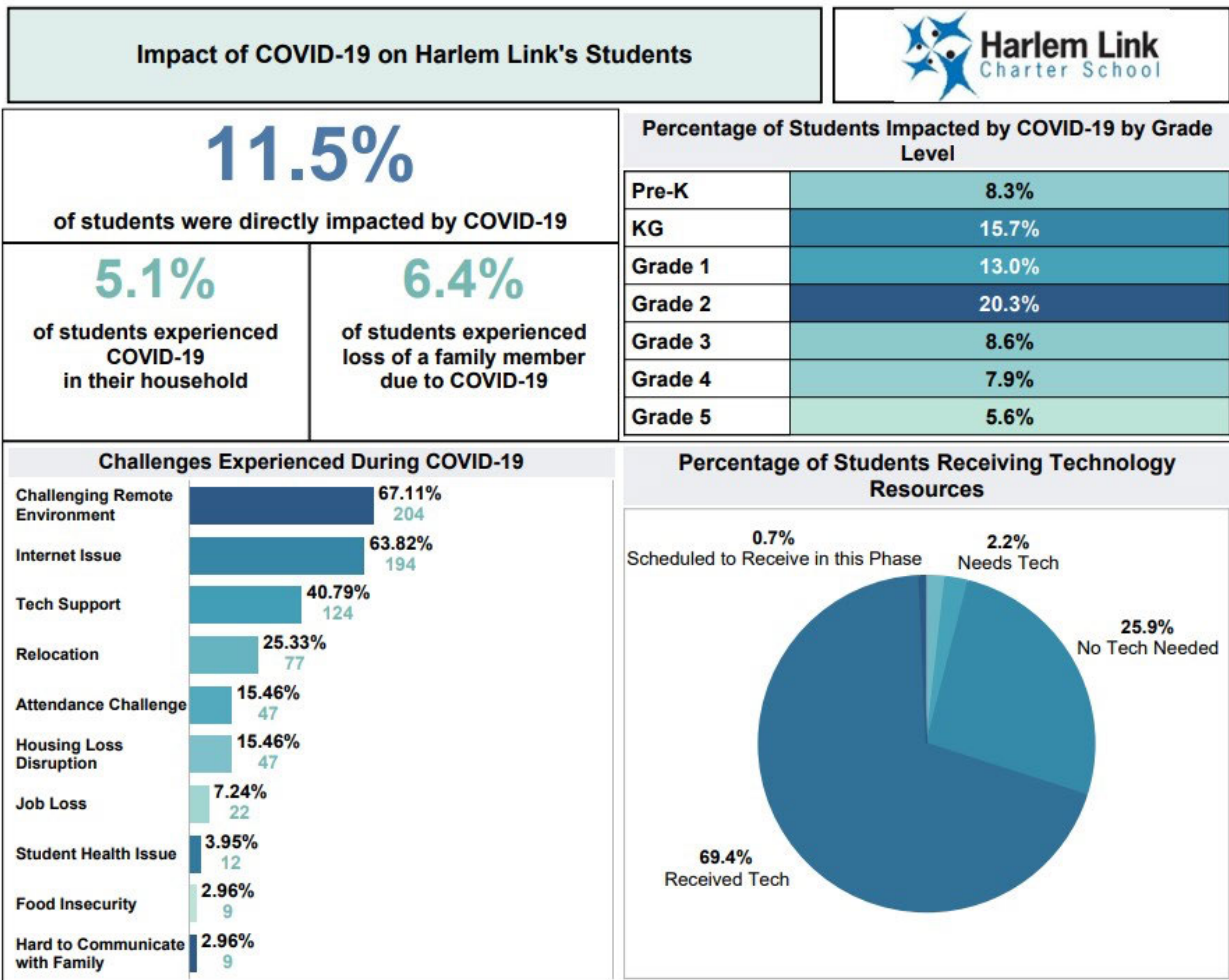
Harlem Link also surveyed teachers three times to ensure their feedback about school programming, remote learning, staff/family/student wellness, and culture were incorporated into planning. The pre-school planning period was extended from 10 to 12 days and conducted remotely. In devising the remote schedule for the 2020-21 school year, the number of synchronous

teaching minutes were increased from the previous spring's remote plan (varies by grade and day of week):

- Morning meeting: 30 minutes
- ELA: 60-90 minutes
- Writing: 0-30 minutes
- Math: 45-75 minutes
- Specials: 30 minutes
- Enrichment (after school): 30 minutes

Harlem Link believes firmly that families are experts on their children, and it is critical to the success and wellbeing of each student that the school is connected to families and that they feel they belong at Harlem Link. Reflecting this, the school conducted teacher-driven family interviews with every family. Through these interviews, staff was able to learn about family background, enrollment, technology issues, student wellbeing, and more. In addition, each student was paired to a specific staff member "mentor" for the 2021-2022 school year who acted as a consistent proactive contact on attendance and wellbeing. The school also conducted lower school early childhood town halls with families, where the Assistant Principals, teachers, and behavior specialist could hear the perspectives of families and answer their questions.

The following chart provides an overview of the **direct** impact of Covid-19 upon its families based on Harlem Link's Challenge and Response Data tool:



It is important to note that while the chart above captures the intensity of some of the challenges faced by our students, it fails to also describe the indirect effects of covid on our community. For example, while 47 families explicitly noted attendance related barriers as a result of COVID-19, we know that this issue was more widespread, as approximately 40% of our students ended the school year with 90% or less annual attendance.

## ENROLLMENT SUMMARY

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	83	74	54	52	46	50								359
2017-18	79	75	87	53	55	52								401
2018-19	69	69	79	75	56	45								393
2019-20	77	76	71	82	78	45								429
2020-21	67	73	68	69	76	70								423

### GOAL 1: ENGLISH LANGUAGE ARTS

#### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

##### Goal 1: English Language Arts

Scholars will become proficient readers and writers of the English language.

##### ELA Goal: Additional Measure

Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.

*Note: as state testing data is not available due to COVID-19, Harlem Link has based its ELA progress analysis on its additional approved measure, listed above.*

#### BACKGROUND

Harlem Link uses a balanced literacy approach to teaching English Language Arts (ELA). Teachers use the Reader's and Writer's Workshop as a guide for instruction. This includes the use of read aloud, shared reading, guided reading, and other small group instruction, independent reading with teacher conferencing, shared writing, interactive writing, guided writing and independent writing as elements of classroom instruction. Teachers use individual conferences and a variety of unit-level and term-level formal assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. Harlem Link uses the Fountas and Pinnell Benchmark Assessment as a school-wide reading level benchmarking tool. Teachers use results to plan small group instruction and develop student goals.



Harlem Link's curriculum is aligned to the New York State Learning Standards. The school has modified the Reading and the Writing scopes and sequences in each grade to increase nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, a large percentage of returning students are arriving to the school on or above grade level for ELA.

During the current charter period the school adopted Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, test prep, socio-emotional learning and attendance). The school employs four Academic Intervention Specialists who provide interventions to struggling readers and writers. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Using this framework, Harlem Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

### METHOD

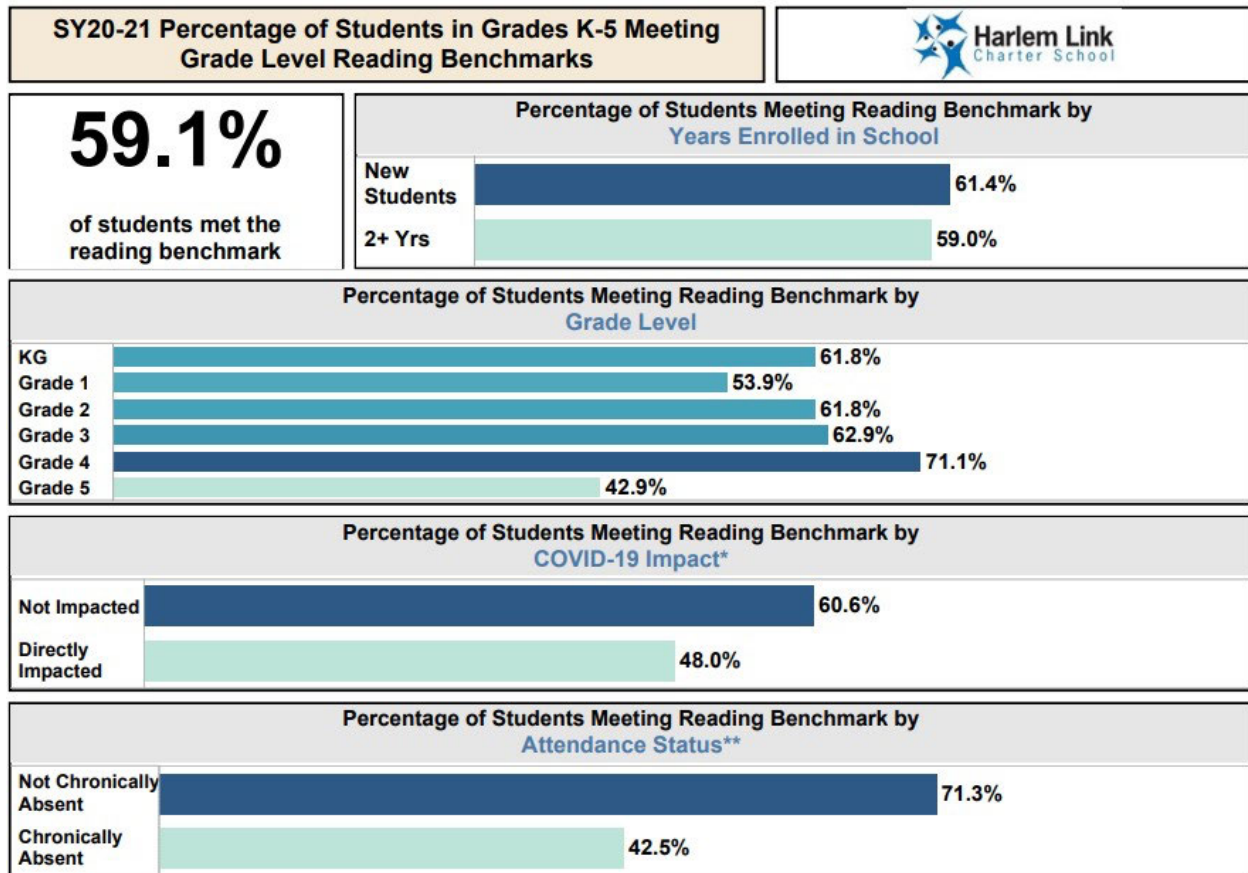
During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

Harlem Link leveraged the Fountas and Pinnell Benchmark Assessment System as an internal measure of ELA progress. Our school predicted that students would have experienced some learning loss due to covid, so internally used benchmarks were shifted to adequately review progress. This allowed teachers to respond more realistically to the needs of their scholars.

### RESULTS AND EVALUATION

The subsequent tables demonstrate the progress of Harlem link students in reading for SY20-21. By May of '21, 59.1% of students achieved or exceeded the reading benchmark, with 39.5% of students performing above benchmark. Variation existed across grades, with growth in reading being the greatest for grade four students, followed by students in kindergarten. Students in grade five demonstrated slower growth, on average, than their peers. Some of the lagging growth may be related to covid-19 (see "additional context and evidence").

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



\* "Directly impacted" by COVID-19 is defined as students who had COVID-19 in their household, child had COVID-19, COVID-19 of family members that require care or having to quarantine due to COVID-19, or students who experienced COVID-19 morbidity with the loss of a family member due to COVID-19.

\*\* Students were considered chronically absent if their attendance rate was lower than 90% and considered not chronically absent if their attendance rate was equal to or greater than 90%.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to providing a summary of average performance by grade, the table above also demonstrate differences in student performance based on their level of exposure to Covid-19. For the purposes of these tables students "impacted" by Covid-19 are those who had Covid-19 in their household, child had COVID-19, COVID-19 of a family member that required care or having to quarantine, or students who experienced COVID-19 morbidity with the loss of a family member due to Covid-19. In reviewing this data, we found that students who were directly impacted by Covid-19 were less likely to meet their grade level benchmark than those who were not. Additionally, a large amount of variation could be seen by students who were chronically absent vs their peers. Lastly, we wish to note that we are proud of our ability to test over 90% of all students in all grades, with very little attrition despite attendance challenges. We therefore believe this data to be truly representative of our student population.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Per our accountability goals, the table below differentiates those students who have been enrolled at Harlem Link for 2 or more years from their peers. In grades 2-5, those students who had been enrolled at Harlem link for 2+ years significantly outperformed their peers.

Grade	Benchmark	Actual (All Students)	Actual (Students at HL 2+ years)
1	75% at F	62.33% at or above F, with 41.56% exceeding the benchmark	55% of students met or exceeded benchmark
2	75% at K	61.23% at or above K, with 36.59% exceeding the benchmark	59% of students met or exceeded benchmark
3	75% at O	41.43% at or above O, with 27.14% exceeding the benchmark	65% of students met or exceeded benchmark
4	75% at R	50% at or above R, with 38.16% exceeding benchmark	71% of students met or exceeded benchmark
5	75% at U	33.82% at or above U, with 12% exceeding benchmark	42% of students met or exceeded benchmark

### ACTION PLAN

In addition to those who met benchmark, for all cohorts except grade 5, nearly 1/3 of students exceeded the F&P benchmark. However, Harlem Link recognizes that some students are still behind. Specifically, Administrators reflected on the data and hypothesize that staffing shifts could have impacted the accumulation of learning standards for the fifth-grade cohort. In the 2019-20 school year, when this group was in fourth grade, 80% of the faculty was new to the grade, a highly unusual occurrence at Harlem Link, and teacher evaluations documented concerns with some instructors that we were never fully able to address in the in-person environment because the year was interrupted by the pandemic. Similarly, the school began phasing a key new instructional resource in upper grades ELA (Into Reading), and the pandemic interruption may have stalled teacher professional growth in fidelity to the program.

In immediate response to areas of lagging progress, our school hired an extra Academic Intervention Specialist who will start for the 21-22 year. We are also implementing dedicated time for differentiated Word Work through the “Words Their Way” program in grades 3-5. And, we have started teacher professional learning communities focused on literacy. This is a new year-long initiative to ensure that teachers receive an extra layer of support aside from the coaching already offered by Harlem Link.

In addition to these new initiatives, the school has adopted Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, writing, test prep, socio-emotional learning and attendance). The school employs four Academic Intervention Specialists who provide interventions



to struggling readers and writers. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Using this framework, Harlem Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

In addition, Harlem Link is approaching the 2021-22 school year with a commitment to Accelerated Learning, wherein introduction of new material will continue even as interventions are in place to support students who have not met previous benchmarks. The school will use federal pandemic-related funds to hire additional staff for additional small group interventions and will also leverage non-teaching staff (such as associate deans) to provide reading instruction, further reducing class sizes and direction individualized attention to students who need it, after piloting this responsibility out of necessity in the remote setting.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

**Goal 2: Mathematics:** *Each year scholars will demonstrate proficiency in mathematics*

#### Mathematics Goal: Additional Measure

[Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.]

## BACKGROUND

Harlem Link delivers to its scholars a comprehensive, standards-based math curriculum aligned to the school's mission.

Cognitively Guided Instruction (CGI) builds on students' natural problem-solving strategies to guide them toward mathematical understanding. CGI addresses all of the New York State number sense standards, and has been built into the mathematics sequencing to appropriately build conceptual understanding. When using CGI, students will attempt to solve problems without direct instruction from teachers. Instead, the teacher will guide students to understand the different strategies used by others in the class to solve the math problem. The class will collaboratively identify the most efficient strategies with students teaching each other how to use the strategies through modeling and teacher guidance. With a high degree of student engagement, this approach places the onus of

learning on the student rather than the teacher. Teachers intentionally select math problems to build students' mathematical understanding.

Harlem Link teachers implement the TERC and CGI math programs and provide students with skills practice during Morning Meeting and direct skills instruction through assessment-driven, teacher designed instruction. As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. New York State's eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach. Teachers also implement the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense while using the same pedagogical philosophy.

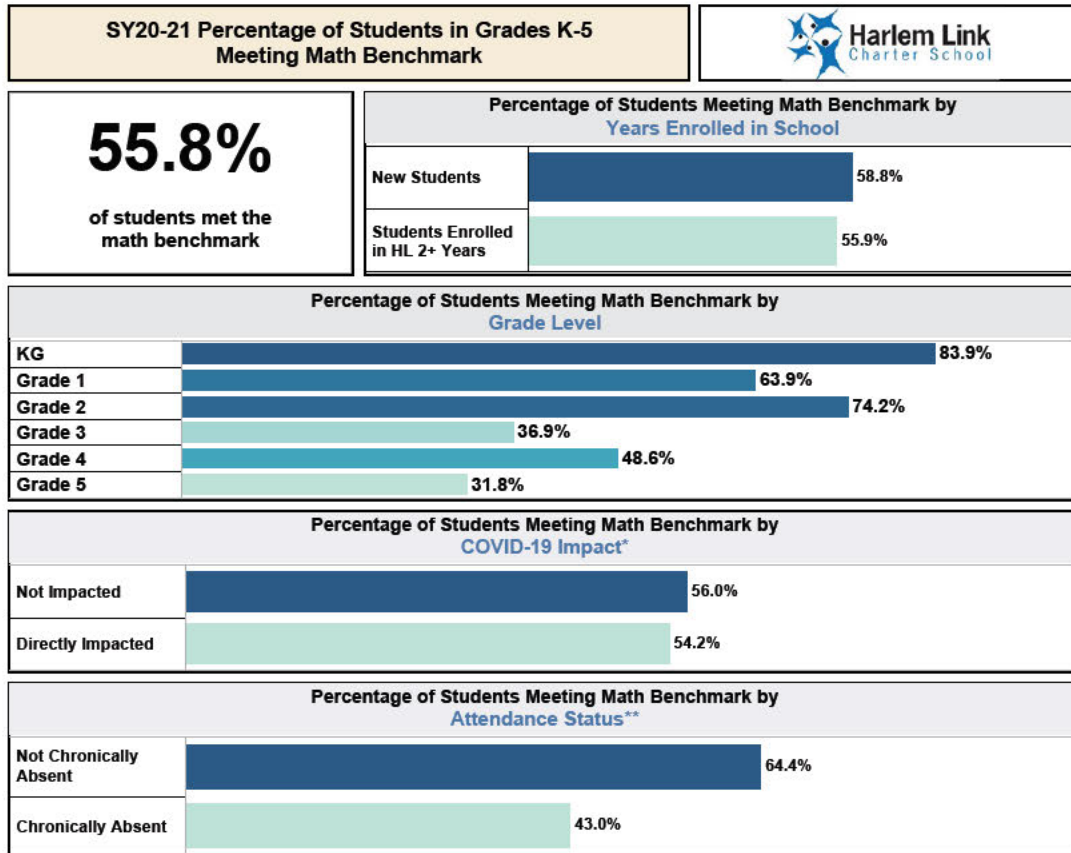
Teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

For the 2020-21 school year, Harlem Link modified its interim CGI assessment for the remote setting with a focus on power standards, utilizing the Savvas platform to devise grade-level assessments with the appropriate balance of standards assessed. The exam was administered twice during the academic year. In future years, Harlem Link anticipates adopting the NWEA MAP assessment and augment its accountability metric to leverage this data, upon authorizer approval.

## RESULTS AND EVALUATION:



\* "Directly impacted" by COVID-19 is defined as students who had COVID-19 in their household, child had COVID-19, COVID-19 of family members that require care or having to quarantine due to COVID-19, or students who experienced COVID-19 morbidity with the loss of a family member due to COVID-19.

\*\* Students were considered chronically absent if their attendance rate was lower than 90% and considered not chronically absent if their attendance rate was equal to or greater than 90%.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Benchmark	Actual (all scholars)	Actual (Scholars at HL 2+ years)
1	75%	62% of students scored 75% of higher on the school's year-end math interim assessment.	63% of students met or exceeded benchmark.
2	75%	71.6% of students scored 75% of higher on the school's year-end math interim assessment.	74% of students met or exceeded benchmark.
3	75%	36.9% of students scored 75% of higher on the school's year-end math interim assessment.	37% of students met or exceeded benchmark
4	75%	48% of students scored 75% of higher on the school's year-end math interim assessment.	49% of students met or exceeded benchmark
5	75%	33% of students scored 75% of higher on the school's year-end math interim assessment.	32% of students met or exceeded benchmark

### ADDITIONAL EVIDENCE:

Across all grade levels there were several students with scores of "0". This may indicate a lack of full participation, given that the exam was administered virtually. Across all grades, students who have spent 2+ years at Harlem Link outperformed their peers. The highest performing cohort was grade 2, while grades 3 and 5 lagged behind their peers, comparatively. Similar to findings for ELA, in mathematics, students who were not chronically absent performed significantly better than those who missed 10 or more days of school during the year. A small (negative) variation was also found across those students who had been directly impacted by COVID-19 and those who had not.

While the school took steps to counter concerns, our data are not entirely surprising. In both grades 3 and 5, the school found building conceptual understanding in the remote setting to be challenging given the shifts in standards from grade to grade. For example, multiplication, fraction and volume standards are do not directly build on prior year standards in the same way Operations and Algebraic Thinking do in the lower grades. In-person, the school relies heavily on hands-on activities with manipulatives to build conceptual understanding, and found the delivery of this type of information more challenging in the remote environment than other academic areas.

### ACTION PLAN

In the upcoming year we will seek to change our goal to center around the NWEA MAP assessment. While the power standards information is helpful, NWEA MAP will have the dual advantages of being nationally normed, reliable and valid on the one hand, and of providing comparison scores to New York State test scores based on performance, given the absence of test scores in 2020 and 2021.

In addition, the NWEA team launched a Remote Testing and School Closure support team, which will be helpful in navigating this change should further remote learning be needed, and if approved to augment our goal. In the interim, we are using our assessment data to provide targeted supports to all scholars and differentiating based on their needs. The Savvas assessment allows us to narrow in on the standards with which our students are struggling, both individually and as cohorts.

In addition to our MTSS program (described within the ELA component of this report) we have prioritized reteaching and reassigning the school's Math Coach to work directly with students who struggled in priority standards. School leaders believe that while the results of these and other interventions did not help Harlem Link meet the benchmarks in 20-21, they did lay the groundwork for using data for math intervention as part of Accelerated Learning in the 2021-22 school year. In response to this data, the school also prioritized student-work analysis protocols in the 2021-22 year that will more precisely identify gaps in understanding.

### GOAL 3: SCIENCE

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

Harlem Link uses and supplements the FOSS (Full Option Science System) program, an inquiry-driven set of units that align to New York State Learning and Performance Standards. The school staff's science instruction with two Specialty Teachers. Students receive science instruction three periods per week. The school also sets aside time and when necessary extra funding for external enrichment programs that support science units. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. The school has also begun adjusting the science curriculum to meet Common Core learning standards. As a result, science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

#### METHOD

Unfortunately, due to the Covid-19 pandemic, the New York State science examination was not administered, and so these results are not available. Student learning in science was evaluated through formative data including performance tasks and grades. However, there was no interim assessment given in science in the 2020-2021 school year.

### RESULTS AND EVALUATION

n/a

### ADDITIONAL CONTEXT AND EVIDENCE

Harlem Link has demonstrated strong performance in science in each of the past three years when the New York State science exam was administered.



## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

Harlem Link has met this measure; the school is in good standing in 2020-2021.

## ADDITIONAL EVIDENCE

Harlem Link has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



## **HARLEM LINK CHARTER SCHOOL**

### **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

8/16/ 2021

By Steve Evangelista, Principal

20 West 112<sup>th</sup> Street, 3<sup>rd</sup> Floor, New York, NY 10026

(917) 830-7397



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Steven Evangelista prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
B. Peter Carry	Chair
Kenneth Catandella	Vice Chair
Naheem Harris	Treasurer
Laura Agrusti	Trustee
Jonathan Barrett	Trustee
Monica Chestnut	Parent Representative
Brandilyn Dumas	Trustee
Hallie Gittleman Smith	Trustee
John Reddick	Trustee
Edward Robinson	Trustee
Voyka Soto	Trustee
Marie Traore	Alumna Representative

**Steven Evangelista has served as the principal since 2011 and as the Co-Director from 2004 to 2011.**

## SCHOOL OVERVIEW

Harlem Link, an independent public charter school, opened its doors in the fall of 2005 to link academics, values and community to graduate articulate scholars who meet or exceed New York Performance Standards and active citizens who learn and serve their communities. Since 2005, the school has grown to serve PreK-5 students in Harlem and its surrounding communities.

Diverse families from more than ten districts across New York City choose Harlem Link for their children with the majority of students attending residing in District 5. Of the total student population for the 2020-21 school year, 92% of students were in poverty; 28% of students had at least one disability; and 10% were Multiple Language Learners.

Harlem Link anticipates that its percentage of MLL students served will increase in the upcoming year, based on internal assessments completed in the year prior. Harlem Link identified 11 additional students who were eligible for a provisional MLL designation. In order to identify students within this category of support we used home language and did informal screenings based on NYSITELL to gauge students would likely qualify. The school integrated both formal and provisionally designated students in MLL services. They received support through integrated co-teaching during co instruction with the schools two ENL teachers.

The ENL Specialist and coach also designed an internal ENL Interim assessment that was given 3x Fall, winter and spring. The specialist designed and led an MLL teacher leader program that meets several times Over the school year to learn and practice ENL best practices with their students. This group also analyzed the ENL interim assessments together and decided next steps for instructional support for MLL students in their classrooms. Finally, the ENL specialist along with the Literacy Director and the Special Education manager led intervention meetings with each class to discuss students, including MLL and their progress

Though Harlem Link is located in CSD 3, its student population is much more disadvantaged than CSD 3. Harlem Link's student population is more similar to CSD 5, the district with the greatest scholar enrollment at Harlem Link.

	Harlem Link	CSD 3	CSD 5
In poverty	92%	47%	83%
With disabilities	28%	20%	28%
Multiple Language Learners	10%	4%	9%

### 2020-21 Demographic Comparison for School and Districts

Leveraging the key design elements described below, Harlem Link consistently prepares its students to attend high performing, competitive public and private middle schools. These outcomes along with the significant and consistent progress the school has made toward achieving its mission has

resulted in the SUNY Charter School Institute granting Harlem Link a three-year charter renewal in 2010 and five-year charter renewals in 2013 and 2018.

Harlem Link's instructional vision, adopted in 2014, is: "We align our practice and use our relationships to help students achieve world-class scholarship and build good character." The school's educational program has undergone some important changes in recent years due to the development of the school's Instructional Vision. Notably, the early childhood program is further emphasizing learning through play and social emotional learning. Returning more forcefully to the school's founding philosophy after a period in which teacher-directed lessons were the norm, student-to-student interaction is again more highly valued in all grades and subjects, as is student thinking and learning through error making and reflection. Finally, students are more involved in their own goal-setting and receive more frequent feedback against the progress of those goals.

The school has strived to actualize Responsive Classroom (RC) guiding principles, which include the notion that social and emotional learning is as important as academic learning. The four elements of Responsive Classroom (Positive Community, Engaging Academics, Effective Management and Developmental Awareness) support the core of the vision: data-driven, rigorous learning and leadership.

Harlem Link's key design elements are:

### **1) Rigorous, high expectations and a belief in students**

Harlem Link seeks to uphold the same, rigorous, college-bound expectations for its students as those typically found in our nation's most well-resourced communities. These are embodied in the school's long-term vision for student success, supported by a preparatory environment for college and careers including the school's challenging curriculum and Core Values.

The school's first cohort alumni, which graduated from fifth grade in 2010, graduated from high school in four years at a rate of 73%. As of 2019-2020, 54% of that cohort is enrolled in college. The school is carefully tracking college matriculation and progress for its alumni, as well as supporting graduates along the path in middle and high school. We have found that 75% of the first four cohorts enrolled in college, 38% of these students have persisted and graduated, 33% have paused and of those, 23% have paused in 2020 due to the COVID-19 pandemic.

Working backward from the goal of college graduation, the school promotes a growth mindset. A core belief of the school is that behaviors presented by students are not reflective of fixed attributes, but can change and evolve with direction and effort. For this reason, the school never gives up on students and strives to engage and retain even those students expressing disaffection. To do so, Harlem Link partners with families, builds on the hopes and dreams of children, and creates a milieu of belief in which students can thrive.

### **2) A data-driven curriculum and pedagogy that support the school's mission**

Harlem Link seeks to provide a curriculum and teaching structures that support the development of critical thinking skills and student independence. The school uses a balanced literacy curriculum and a set of inquiry-based math and science programs, in which students have frequent opportunities to direct their own learning, examine their thinking and speak and listen about their

ideas and strategies with peers. Students must also acquire basic skills; therefore, the school incorporates highly structured academic programs that include a multisensory, sequential phonics program in the early grades and copious practice in basic mathematics skills.

Teachers choose instructional strategies based on data they collect and analyze that indicate student needs. This data is derived from the school's comprehensive assessment calendar, comprised of five distinct levels of assessment. Formal school-wide assessments (Level 4) during pre-pandemic times include Foundations phonics and Heggerty phonemic awareness inventories, the Fountas and Pinnell Reading Inventory, practice state exams, periodic math fluency assessments and a once-per-grade annual performance-based Science Expo.

The school has developed a protocol for analyzing unit-end performance assessments (Level 3). The school is now collecting and analyzing data school-wide on prioritized classroom-based lesson objective measures (Level 2), which include trade and teacher-made tests, exit slips, mini-quizzes and student-teacher conferencing notes. Teachers use Level 1 assessment (checks for understanding) to ensure their lesson is on target and preparing students for Level 2 assessments.

The school has formal programmatic structures in place to support each element of its Instructional Vision. Responsive Classroom (RC) creates the conditions in each classroom for strong learning. The RC practices include a consistent approach to morning meeting, introducing new material or routines, speaking to students, delivering lessons, learning about students, differentiating lessons and building community.

In Cognitively Guided Instruction (CGI), teachers introduce a challenging mathematical problem, having planned carefully around state standards and watching all students work independently with specific outcomes, strategies and misconceptions in mind. Teachers then orchestrate a collaborative discourse in which students share increasingly sophisticated strategies, helping students learn from each other and measuring their increased understanding over time. CGI addresses number sense, operations and fractions standards, while the school's TERC curriculum units address the remainder of the math standards in a daily Math Workshop.

In the upper grades, the school piloted the use of Visible Learning in its test preparation program, and is bringing this approach school-wide. Visible Learning is based on the principle that people, including children, learn best when they set meaningful goals and receive frequent concrete feedback on their standing against those goals. Visible Learning successfully transitioned students in the upper grades from relying on extrinsic incentives to focusing on learning targets for the satisfaction of learning.

Emotionally Responsive Practice (ERP), a set of pedagogical tools and knowledge provided by Bank Street College of Education's Safe and Sound Schools program, helps teachers use child developmental principles to create a learning environment where students who experienced trauma can be successful. Strategies such as reflective technique (in which students receive validation for their feelings regardless of their state, and thereby gain investment in the classroom community) create this environment, which benefits all children.

The school teaches the five competencies of the Collaborative for Social, Emotional and Academic Learning (CASEL), which are consistent with both RC and ERP's work. The five capacities are in the domains of self-awareness, self-management, social awareness, relationships skills and responsible decision-making.

The school staffs most classrooms with two teachers and has developed a model for co-teaching in which teachers choose from a small menu of appropriate structures and roles depending on the course, content and academic goals for students. Co-teachers also utilize Universal Design for Learning (UDL) as an instructional technique to maximize engagement and address diversified IEP goals and management needs. The school features at least two Integrated Co-Teaching classrooms on each grade, a robust student intervention program, and a rigorous promotion policy. For students who struggle academically or to complete required course work during the school year, successful completion of a mandatory summer academy may be required for promotion to the next grade.

### **3) High levels of professional learning**

The school utilizes both contracted and internal resources in order to support teachers in meeting the school's mission and effectively executing the curriculum and pedagogy. Harlem Link has developed a professional learning community on its campus in which all adults are constant learners, and the use of professional development resources encourages collaboration among staff.

Harlem Link contracts for professional development in areas such as mathematics, literacy and science and provides on-site training and coaching in planning and assessing, co-teaching, differentiating instruction, and use of assessment data among other areas.

Within the first year of teaching at Harlem Link (and in most cases, prior to service) each teacher is trained in the four-day Responsive Classroom I course, and a two day Cognitively Guided Instruction workshop. These workshops are provided in addition to a two-day on-site orientation and a two-week Summer Institute, during the latter of which all staff members participate in workshops, discussions and team planning sessions.

Harlem Link uses internal resources by having Grade Team Leaders, teachers recognized as having achieved a high level of both student achievement and fidelity to the school's vision, support newer teachers to the school; by having teachers join administrators in thematic walkthroughs, which include feedback by peers, administrators and consultants to the host classroom; and by ensuring grade teams function as an organized unit, such that each classroom is able to learn from the other or others on the team. Twice per month, grade teams have dedicated time set aside to perform pre-unit protocols, post-unit data analysis protocols and other forms of data analysis including part of the school's Child Study Process.

Over the past four years, the school has also developed a set of goals around diversity, equity and inclusion. A Diversity and Social Justice (DSJ) committee, jointly led by teachers and administrators, has driven the planning for school-wide and group activities. Each year, the full staff has

participated in training toward the execution of a five-year plan (now concluding Year Two), and engaged in a myriad of activities to address related goals in various areas of the school. For the first time in 2020-21, the school measured progress on these goals by administering a Panorama survey expressly focused on diversity and equity.

#### **4) Family and community involvement strategies**

Harlem Link supports the development of its independent parent association, the primary means by which parents can be involved in the life of the school and decision-making. The school also maintains an open-door policy, in which parents are encouraged to make appointments and spend time observing or helping in their child's classroom. The school has employed parents when appropriate, and invites family members in for programs, performances and events throughout the year, both during and after school. The school places a high level of importance on universal participation in tri-annual family-teacher conferences. As a community-based institution, the school is also committed to enrolling a student population representative of the community of location, in keeping with, originally, the spirit and, now, the letter of the charter law.

Living up to one of the founding reasons for the name "Link," the school's curriculum also includes attention to the rich tapestry of New York City and its surrounding environs as resources for learning. As part of units of study, scholars visit and study the local Harlem community and visit other parts of the city to support social studies learning throughout the grades.

The school maintains partnerships with community institutions in order to support its mission, instructional priorities, and families. The school boasts a number of key partnerships, for example: The Africa Center, which has provided cultural programming and support; a cadre of early childhood programs including the Northern Manhattan Neo-Natal Partnership, the Helen B. Atkinson Clinic, and the Bank Street Straus Center, which support the school's Start to Finish program and help coordinate resources to promote early learning in the community; the Northside Center for Children and Families, which provides on-site individual and family therapy to students in need; and the Kappa Alpha Psi fraternity, which has provided programming including essay contests, a boys support group, and the development of a college-focused competitive Step Team.

#### **5) Supportive school culture**

Harlem Link defines school culture as the tone created by the physical environment and all the actions and words of the people in it. The school places an emphasis on supporting teachers to promote their retention and continued growth and having an open, collaborative work environment for all staff. The school intends that teachers, administrators and all other staff members model the school's Core Values and successful student behaviors at all times and that the tone of the school is serious about learning but also joyful and celebratory.

Each day begins with a structured Morning Meeting in each classroom. Each classroom has the same set of goals for this time: to convey a sense of belonging, importance and fun to each student every day; to build positive community and relationships with and among students; and to practice academic content in novel and engaging ways.

The school used Responsive Classroom principles and practices throughout not only classrooms but common spaces as well. RC Teacher Language, which frames three complementary types of teacher approaches to student learning (Reinforcing, Redirecting and Reminding Language), is applicable in the lunchroom for not only maintaining order and safety but also teaching Social and Emotional Learning competencies.

The emphasis on students and families being physically represented in the school, in pictures and work on the walls, through performances and events, and in the school's open-door policy, creates a warm, inviting and joyful learning environment where students can focus and learn at a high academic level.

### **5a) Covid Family Response**

As an extension of our school culture, Harlem Link provided additional family supports during the time of Covid-19. We provided a predictable and consistent schedule with synchronous learning, with teachers planning for each student's individual needs. While students were learning remotely, HL ensured that no child would go hungry or be without the learning materials they needed to be successful. Staff remained on site to serve families by providing them access to additional educational tools. HL changed its food services agreement to Red Rabbit, which allowed for home delivery of food.

The school listened to families, who expressed little interest in returning to campus throughout the school year, and chose to focus on consistency and continuity by investing in a strong remote program rather than to attempt hybrid learning. One advantage of this approach, for example, was that the school was able to hold its usual daily morning meeting in each classroom each day consistently throughout the year, with teachers remaining constant; morning meeting sets the tone for learning and upholds a strong sense of culture by conveying a sense of belonging, importance and fun to each child. Harlem Link also ensured that each child had a Chromebook to support their work. The staff conducted home visits and material drops so that families did not have to come to the school in order to be prepared.

For students experiencing homelessness, Harlem Link partnered to set up home hot spots for community shelters. Hot spots were also provided to families without a regular internet connection. Harlem Link also thought creatively about how to reintroduce students to in person learning while minimizing the potential for covid-19 exposure. Following this, at first two and eventually up to eight pods of 10 students were set up for on-campus care. Dedicated staff members assisted these students in their learning and navigating instruction and related services, which continued remotely. In addition to these direct supports, Harlem link sent home family updates on a regular basis through a communications team. These updates included not only school information but also listed community resources for families in need.

In order to address the diversity of family needs, Harlem Link created a robust "Challenge and Response" data tracking system whereby it deployed tailored resources in direct response to specific needs. Finally, Harlem Link [commissioned a mural](#) to commemorate the resiliency demonstrated by its community during the Covid-19 pandemic and to thank its community for its continued civic commitment and academic learning.



### Transition to Remote Learning

- When the school was first impacted by Covid-19 in March of 2020, a transition to remote learning was made. At this time, Harlem Link established strong virtual practices which extended themselves to the 2020-2021 academic year. Harlem Link built upon its foundation for successful remote learning: driving principles, clear goals, and a [Virtual School website](#) with information for families. Harlem Link extended its use of the Virtual School website, a comprehensive site for families, including all links to remote learning sessions, schedules, technology support, mental health support, resources, and other communications from the school. The school also made contact with all families and deployed technology and other resources directly to students' homes.
- The school implemented daily synchronous learning to sustain school community and maximize learning in the remote setting. Resources were differentiated by grade level: Seesaw (for PK-2) and Google Classroom (for grades 3-5) emerged as most developmentally and academically appropriate. Teachers collected student work and gave feedback daily. In ELA, Harlem Link has used Lexia Core 5 and Epic to support independent reading. In mathematics, Harlem Link was able to adapt TERC to be used online by contracting with the Savvas platform. Data was collected from each of these tools to inform future practice and intervention. On SeeSaw there were 29,688 Posts Added and 13,472 Feedback entries from Teachers on Student Work.
- Classroom Portfolios: Every PK-5th Grade classroom teacher and Specials teachers incorporated the development of student portfolios into their practice. All teachers now have samples of student work from all semesters reflecting high, medium & low samples within ELA and Math (and for specials, within their content). The portfolios are standards based, with explanations of student work, and explanations of grading/feedback.
- Academic intervention, counseling, and related services continued. Teachers leveraged breakout rooms to give extra support in ICT classrooms. Students had access to standalone multi-language learning time and academic intervention. The school created online resources to teach PATHS, its SEL curriculum, remotely in the 2020-21 school year.
- Harlem Link closely monitored student attendance and was in frequent proactive communication with families to support them through the challenges of the pandemic, including illness and caretaking within family units, provision of childcare for families who were essential workers, access to technology, and the unfortunate increase in unemployment, home insecurity, and food insecurity. Harlem Link made daily calls and used secure Google sheets for documentation and an internal Slack channel to discuss and address issues. The social work team handled case management for difficult and challenging hardships; in the spring, the school increased the size of this team by bringing on a dedicated case manager. Through surveys and anecdotal comments to staff members, families have expressed very positive feedback to Harlem Link's proactive, thoughtful, empathetic, and community-focused approach.



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- In strategically planning the year, Harlem Link adopted a framework for the Return to School, provided by Opportunity Labs and made available via a webinar hosted by Schoolworks. Beginning the process, the school adopted these key principles:
  - **Care:** We maintain our priority of caring for our community, supporting vulnerable populations, and prioritizing wellness (including physical health and safety and mental health) as the top considerations of all planning.
  - **Flexibility:** We are prepared for multiple scenarios (on-site, remote learning and a mixture), and we use data to adjust roles, schedules and programs to meet student needs.
  - **Accelerated Learning:** Intervention will become part of core instruction during this recovery period. We identify foundational skills and standards (“pre-requisites”) in each grade and core subject area, and provide extra instructional time to close gaps in learning while also teaching new content.
    - **Core Remote Teachers** were established to lead small groups and join classrooms to provide new levels of differentiation. Administrators as well as teachers took on this role, which allowed for all school-based stakeholders to gain a deeper understanding of student performance and more deeply analyze student data.
  - **Engagement:** We utilize the strengths and interests of our entire community, keep stakeholders working together, and prioritize engaging academic work both remotely and in the classroom.
  - **Collaboration and Documentation:** Careful planning, consistent communication and organized record keeping is essential in a time of great uncertainty and change, to protect our school and maintain learning for the future.

Through the Return to School Framework, the school formed a number of committees to contribute to two sets of shifts: the school year planning that takes place each summer, plus the pandemic/remote-specific aspects of planning. School Management team members led each committee, which covered the following topics:

- Literacy subcommittee
- Math subcommittee
- Wellness: Mental Health/SEL Crisis Response Team
- Wellness: Physical Health & Safety
- Scheduling
- Attendance
- Classroom community and routines (First Six Weeks)
- Blended Learning and Technology
- Facility

Harlem Link also surveyed teachers three times to ensure their feedback about school programming, remote learning, staff/family/student wellness, and culture were incorporated into planning. The pre-school planning period was extended from 10 to 12 days and conducted remotely. In devising the remote schedule for the 2020-21 school year, the number of synchronous

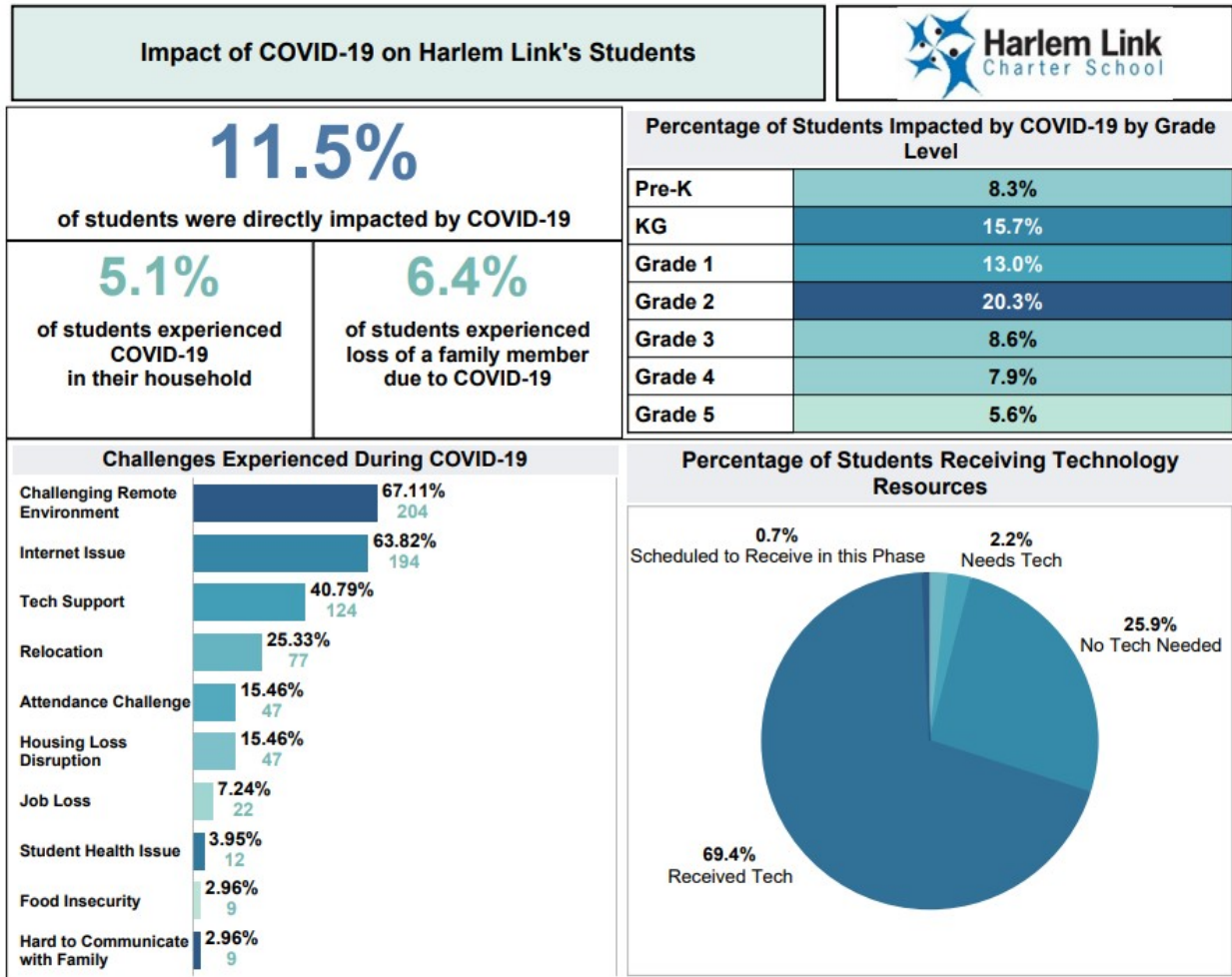
teaching minutes were increased from the previous spring's remote plan (varies by grade and day of week):

- Morning meeting: 30 minutes
- ELA: 60-90 minutes
- Writing: 0-30 minutes
- Math: 45-75 minutes
- Specials: 30 minutes
- Enrichment (after school): 30 minutes

Harlem Link believes firmly that families are experts on their children, and it is critical to the success and wellbeing of each student that the school is connected to families and that they feel they belong at Harlem Link. Reflecting this, the school conducted teacher-driven family interviews with every family. Through these interviews, staff was able to learn about family background, enrollment, technology issues, student wellbeing, and more. In addition, each student was paired to a specific staff member "mentor" for the 2021-2022 school year who acted as a consistent proactive contact on attendance and wellbeing. The school also conducted lower school early childhood town halls with families, where the Assistant Principals, teachers, and behavior specialist could hear the perspectives of families and answer their questions.

The following chart provides an overview of the **direct** impact of Covid-19 upon its families based on Harlem Link's Challenge and Response Data tool:

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



It is important to note that while the chart above captures the intensity of some of the challenges faced by our students, it fails to also describe the indirect effects of covid on our community. For example, while 47 families explicitly noted attendance related barriers as a result of COVID-19, we know that this issue was more widespread, as approximately 40% of our students ended the school year with 90% or less annual attendance.

## ENROLLMENT SUMMARY

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	83	74	54	52	46	50								359
2017-18	79	75	87	53	55	52								401
2018-19	69	69	79	75	56	45								393
2019-20	77	76	71	82	78	45								429
2020-21	67	73	68	69	76	70								423

### GOAL 1: ENGLISH LANGUAGE ARTS

#### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

##### Goal 1: English Language Arts

Scholars will become proficient readers and writers of the English language.

##### ELA Goal: Additional Measure

Each year, 75% of students in Grades 1-5 enrolled for two or more years will achieve the Instructional Benchmark level on the Fountas and Pinnell Benchmark Assessment System corresponding to their grade according to the table below, which is based on F&P's recommended benchmark level standard: Grade 1: Level F, Grade 2: Level K, Grade 3: Level O, Grade 4: Level R, Grade 5: Level U.

*Note: as state testing data is not available due to COVID-19, Harlem Link has based its ELA progress analysis on its additional approved measure, listed above.*

#### BACKGROUND

Harlem Link uses a balanced literacy approach to teaching English Language Arts (ELA). Teachers use the Reader's and Writer's Workshop as a guide for instruction. This includes the use of read aloud, shared reading, guided reading, and other small group instruction, independent reading with teacher conferencing, shared writing, interactive writing, guided writing and independent writing as elements of classroom instruction. Teachers use individual conferences and a variety of unit-level and term-level formal assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. Harlem Link uses the Fountas and Pinnell Benchmark Assessment as a school-wide reading level benchmarking tool. Teachers use results to plan small group instruction and develop student goals.

Harlem Link's curriculum is aligned to the New York State Learning Standards. The school has modified the Reading and the Writing scopes and sequences in each grade to increase nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, a large percentage of returning students are arriving to the school on or above grade level for ELA.

During the current charter period the school adopted Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, test prep, socio-emotional learning and attendance). The school employs four Academic Intervention Specialists who provide interventions to struggling readers and writers. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Using this framework, Harlem Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

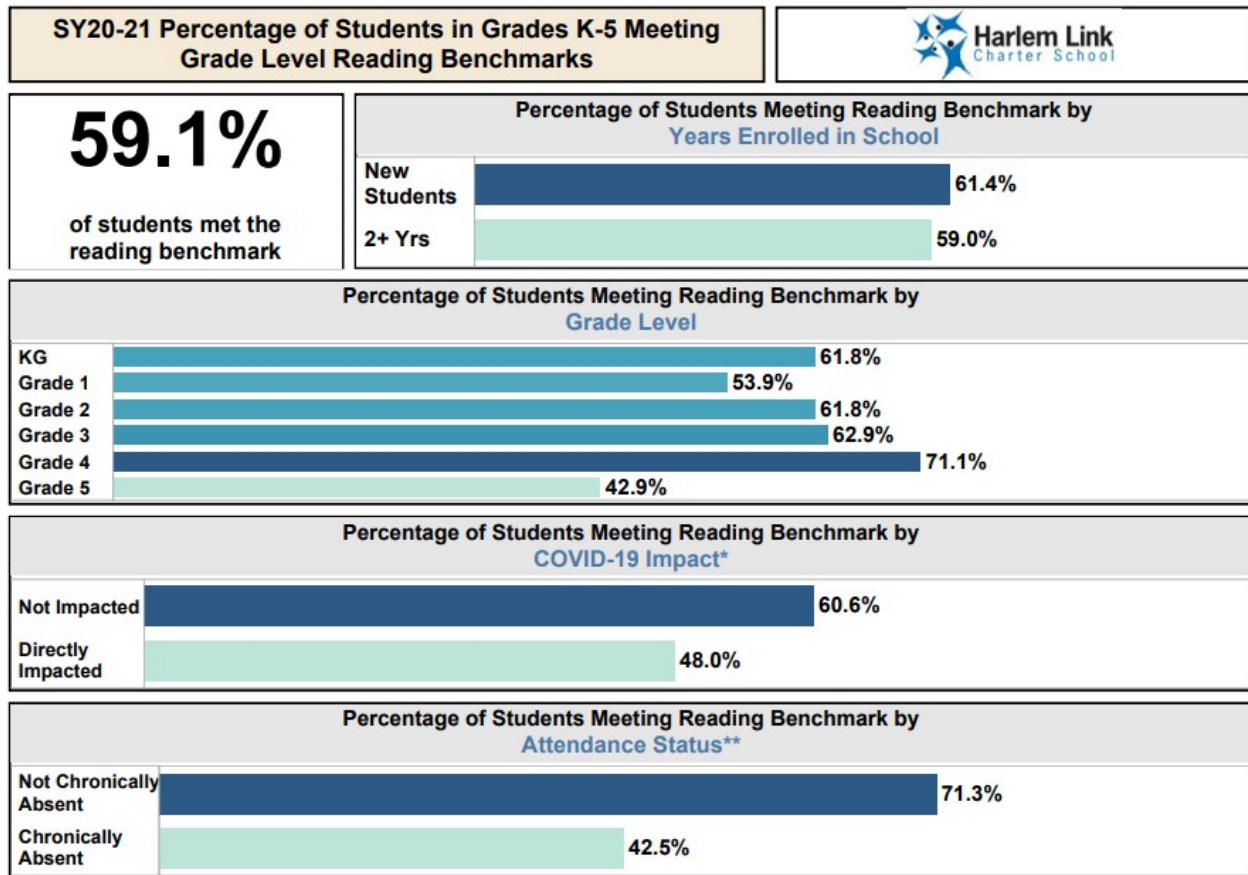
Harlem Link leveraged the Fountas and Pinnell Benchmark Assessment System as an internal measure of ELA progress. Our school predicted that students would have experienced some learning loss due to covid, so internally used benchmarks were shifted to adequately review progress. This allowed teachers to respond more realistically to the needs of their scholars.

### RESULTS AND EVALUATION

The subsequent tables demonstrate the progress of Harlem link students in reading for SY20-21. By May of '21, 59.1% of students achieved or exceeded the reading benchmark, with 39.5% of students performing above benchmark. Variation existed across grades, with growth in reading being the greatest for grade four students, followed by students in kindergarten. Students in grade five demonstrated slower growth, on average, than their peers. Some of the lagging growth may be related to covid-19 (see "additional context and evidence").



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



\* "Directly impacted" by COVID-19 is defined as students who had COVID-19 in their household, child had COVID-19, COVID-19 of family members that require care or having to quarantine due to COVID-19, or students who experienced COVID-19 morbidity with the loss of a family member due to COVID-19.

\*\* Students were considered chronically absent if their attendance rate was lower than 90% and considered not chronically absent if their attendance rate was equal to or greater than 90%.

### ADDITIONAL CONTEXT AND EVIDENCE

In addition to providing a summary of average performance by grade, the table above also demonstrate differences in student performance based on their level of exposure to Covid-19. For the purposes of these tables students "impacted" by Covid-19 are those who had Covid-19 in their household, child had COVID-19, COVID-19 of a family member that required care or having to quarantine, or students who experienced COVID-19 morbidity with the loss of a family member due to Covid-19. In reviewing this data, we found that students who were directly impacted by Covid-19 were less likely to meet their grade level benchmark than those who were not. Additionally, a large amount of variation could be seen by students who were chronically absent vs their peers. Lastly, we wish to note that we are proud of our ability to test over 90% of all students in all grades, with very little attrition despite attendance challenges. We therefore believe this data to be truly representative of our student population.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Per our accountability goals, the table below differentiates those students who have been enrolled at Harlem Link for 2 or more years from their peers. In grades 2-5, those students who had been enrolled at Harlem link for 2+ years significantly outperformed their peers.

Grade	Benchmark	Actual (All Students)	Actual (Students at HL 2+ years)
1	75% at F	62.33% at or above F, with 41.56% exceeding the benchmark	55% of students met or exceeded benchmark
2	75% at K	61.23% at or above K, with 36.59% exceeding the benchmark	59% of students met or exceeded benchmark
3	75% at O	41.43% at or above O, with 27.14% exceeding the benchmark	65% of students met or exceeded benchmark
4	75% at R	50% at or above R, with 38.16% exceeding benchmark	71% of students met or exceeded benchmark
5	75% at U	33.82% at or above U, with 12% exceeding benchmark	42% of students met or exceeded benchmark

### ACTION PLAN

In addition to those who met benchmark, for all cohorts except grade 5, nearly 1/3 of students exceeded the F&P benchmark. However, Harlem Link recognizes that some students are still behind. Specifically, Administrators reflected on the data and hypothesize that staffing shifts could have impacted the accumulation of learning standards for the fifth-grade cohort. In the 2019-20 school year, when this group was in fourth grade, 80% of the faculty was new to the grade, a highly unusual occurrence at Harlem Link, and teacher evaluations documented concerns with some instructors that we were never fully able to address in the in-person environment because the year was interrupted by the pandemic. Similarly, the school began phasing a key new instructional resource in upper grades ELA (Into Reading), and the pandemic interruption may have stalled teacher professional growth in fidelity to the program.

In immediate response to areas of lagging progress, our school hired an extra Academic Intervention Specialist who will start for the 21-22 year. We are also implementing dedicated time for differentiated Word Work through the “Words Their Way” program in grades 3-5. And, we have started teacher professional learning communities focused on literacy. This is a new year-long initiative to ensure that teachers receive an extra layer of support aside from the coaching already offered by Harlem Link.

In addition to these new initiatives, the school has adopted Multi-Tiered System of Supports (MTSS), in which the school assesses, differentiates, creates groupings, provides intervention, and uses data to monitor improvements across both academic and socio-emotional learning domains (including math, Fountas and Pinnell, reading, writing, test prep, socio-emotional learning and attendance). The school employs four Academic Intervention Specialists who provide interventions

to struggling readers and writers. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Using this framework, Harlem Link is working toward a support-centered, coherent academic program and aligning its instruction, assessments, and professional learning accordingly.

In addition, Harlem Link is approaching the 2021-22 school year with a commitment to Accelerated Learning, wherein introduction of new material will continue even as interventions are in place to support students who have not met previous benchmarks. The school will use federal pandemic-related funds to hire additional staff for additional small group interventions and will also leverage non-teaching staff (such as associate deans) to provide reading instruction, further reducing class sizes and direction individualized attention to students who need it, after piloting this responsibility out of necessity in the remote setting.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

**Goal 2: Mathematics:** *Each year scholars will demonstrate proficiency in mathematics*

<b>Mathematics Goal: Additional Measure</b>
[Each year, 75% of students in Grades 1-5 enrolled for two or more years will score at 75% or higher on the school's year-end math interim assessment, provided by CGI consultants.]

### BACKGROUND

Harlem Link delivers to its scholars a comprehensive, standards-based math curriculum aligned to the school's mission.

Cognitively Guided Instruction (CGI) builds on students' natural problem-solving strategies to guide them toward mathematical understanding. CGI addresses all of the New York State number sense standards, and has been built into the mathematics sequencing to appropriately build conceptual understanding. When using CGI, students will attempt to solve problems without direct instruction from teachers. Instead, the teacher will guide students to understand the different strategies used by others in the class to solve the math problem. The class will collaboratively identify the most efficient strategies with students teaching each other how to use the strategies through modeling and teacher guidance. With a high degree of student engagement, this approach places the onus of



learning on the student rather than the teacher. Teachers intentionally select math problems to build students' mathematical understanding.

Harlem Link teachers implement the TERC and CGI math programs and provide students with skills practice during Morning Meeting and direct skills instruction through assessment-driven, teacher designed instruction. As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. New York State's eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach. Teachers also implement the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense while using the same pedagogical philosophy.

Teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

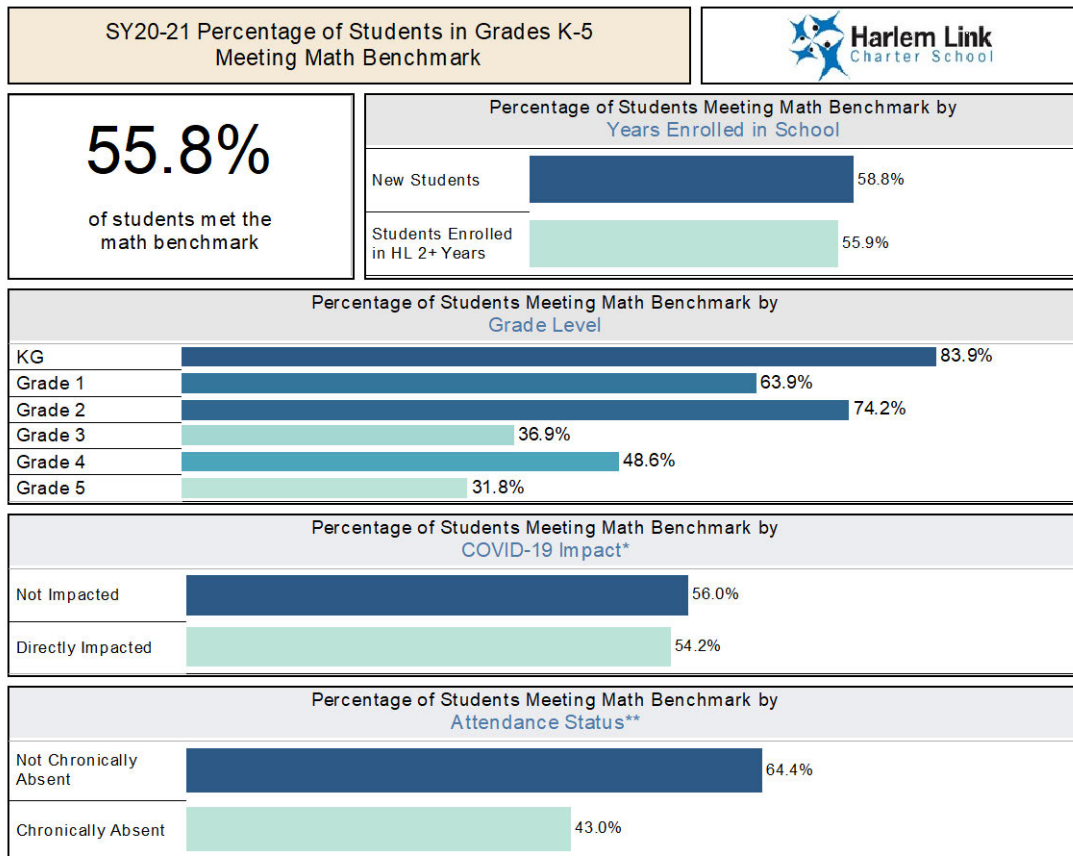
### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

For the 2020-21 school year, Harlem Link modified its interim CGI assessment for the remote setting with a focus on power standards, utilizing the Savvas platform to devise grade-level assessments with the appropriate balance of standards assessed. The exam was administered twice during the academic year. In future years, Harlem Link anticipates adopting the NWEA MAP assessment and augment its accountability metric to leverage this data, upon authorizer approval.

# 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION:



\* "Directly impacted" by COVID-19 is defined as students who had COVID-19 in their household, child had COVID-19, COVID-19 of family members that require care or having to quarantine due to COVID-19, or students who experienced COVID-19 morbidity with the loss of a family member due to COVID-19.

\*\* Students were considered chronically absent if their attendance rate was lower than 90% and considered not chronically absent if their attendance rate was equal to or greater than 90%.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Benchmark	Actual (all scholars)	Actual (Scholars at HL 2+ years)
1	75%	62% of students scored 75% of higher on the school's year-end math interim assessment.	63% of students met or exceeded benchmark.
2	75%	71.6% of students scored 75% of higher on the school's year-end math interim assessment.	74% of students met or exceeded benchmark.
3	75%	36.9% of students scored 75% of higher on the school's year-end math interim assessment.	37% of students met or exceeded benchmark
4	75%	48% of students scored 75% of higher on the school's year-end math interim assessment.	49% of students met or exceeded benchmark
5	75%	33% of students scored 75% of higher on the school's year-end math interim assessment.	32% of students met or exceeded benchmark

### ADDITIONAL EVIDENCE:

Across all grade levels there were several students with scores of "0". This may indicate a lack of full participation, given that the exam was administered virtually. Across all grades, students who have spent 2+ years at Harlem Link outperformed their peers. The highest performing cohort was grade 2, while grades 3 and 5 lagged behind their peers, comparatively. Similar to findings for ELA, in mathematics, students who were not chronically absent performed significantly better than those who missed 10 or more days of school during the year. A small (negative) variation was also found across those students who had been directly impacted by COVID-19 and those who had not.

While the school took steps to counter concerns, our data are not entirely surprising. In both grades 3 and 5, the school found building conceptual understanding in the remote setting to be challenging given the shifts in standards from grade to grade. For example, multiplication, fraction and volume standards are do not directly build on prior year standards in the same way Operations and Algebraic Thinking do in the lower grades. In-person, the school relies heavily on hands-on activities with manipulatives to build conceptual understanding, and found the delivery of this type of information more challenging in the remote environment than other academic areas.

### ACTION PLAN

In the upcoming year we will seek to change our goal to center around the NWEA MAP assessment. While the power standards information is helpful, NWEA MAP will have the dual advantages of being nationally normed, reliable and valid on the one hand, and of providing comparison scores to New York State test scores based on performance, given the absence of test scores in 2020 and 2021.

In addition, the NWEA team launched a Remote Testing and School Closure support team, which will be helpful in navigating this change should further remote learning be needed, and if approved to augment our goal. In the interim, we are using our assessment data to provide targeted supports to all scholars and differentiating based on their needs. The Savvas assessment allows us to narrow in on the standards with which our students are struggling, both individually and as cohorts.

In addition to our MTSS program (described within the ELA component of this report) we have prioritized reteaching and reassigning the school's Math Coach to work directly with students who struggled in priority standards. School leaders believe that while the results of these and other interventions did not help Harlem Link meet the benchmarks in 20-21, they did lay the groundwork for using data for math intervention as part of Accelerated Learning in the 2021-22 school year. In response to this data, the school also prioritized student-work analysis protocols in the 2021-22 year that will more precisely identify gaps in understanding.

### GOAL 3: SCIENCE

#### ELEMENTARY AND MIDDLE SCIENCE

##### Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

#### BACKGROUND

Harlem Link uses and supplements the FOSS (Full Option Science System) program, an inquiry-driven set of units that align to New York State Learning and Performance Standards. The school staff's science instruction with two Specialty Teachers. Students receive science instruction three periods per week. The school also sets aside time and when necessary extra funding for external enrichment programs that support science units. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. The school has also begun adjusting the science curriculum to meet Common Core learning standards. As a result, science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

#### METHOD

Unfortunately, due to the Covid-19 pandemic, the New York State science examination was not administered, and so these results are not available. Student learning in science was evaluated through formative data including performance tasks and grades. However, there was no interim assessment given in science in the 2020-2021 school year.

### RESULTS AND EVALUATION

n/a

### ADDITIONAL CONTEXT AND EVIDENCE

Harlem Link has demonstrated strong performance in science in each of the past three years when the New York State science exam was administered.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

Harlem Link has met this measure; the school is in good standing in 2020-2021.

## ADDITIONAL EVIDENCE

Harlem Link has been in good standing in each of the past three years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing





## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS




#### 1- GRAY tab contains the Instructions

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**





## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### Harlem Link Charter School

#### SCHOOL

Name:	Harlem Link Charter School
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#### CONTACT INFORMATION

Contact Name:	Doug Anderson
Contact Title:	Director of Finance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

#### REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**HARLEM LINK CHARTER SCHOOL  
2021-22**

**ENROLLMENT BY GRADES**

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	67	75	75	75	76	67							
TOTAL ENROLLMENT = 435													

**ENROLLMENT BY DISTRICT**

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		435.24	435.2658513	0	435.2658513	0	435.2658513	0	435.2658513	0	0	0	0	0
			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District	NYC CHANCELLOR'S OFFICE	435.24	435.2658513		435.2658513		435.2658513		435.2658513				
2	SECONDARY District	(Select from drop-down list) →												

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

HARLEM LINK CHARTER SCHOOL  
2021-22

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")															
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.			<b>*NOTE:</b> If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.							<b>*NOTE:</b> Each quarter, the actual FTE should be input.				<b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.	
ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Executive Management	1.0	1.0		1.0		1.0		1.0							
Instructional Management	7.0	7.0		7.0		7.0		7.0							
Deans, Directors & Coordinators	2.0	2.0		2.0		2.0		2.0							
CFO / Director of Finance	1.0	1.0		1.0		1.0		1.0							
Operation / Business Manager	7.0	7.0		7.0		7.0		7.0							
Administrative Staff	4.0	4.0		4.0		4.0		4.0							
TOTAL ADMINISTRATIVE STAFF	22.0	22.0	0.0	22.0	0.0	22.0	0.0	22.0	0.0	0.0	0.0	0.0	0.0		
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Teachers - Regular	48.0	45.0		45.0		45.0		45.0							
Teachers - SPED	4.0	4.0		4.0		4.0		4.0							
Substitute Teachers															
Teaching Assistants															
Specialty Teachers															
Aides	23.0	20.0		20.0		20.0		20.0							
Therapists & Counselors	2.0	2.0		2.0		2.0		2.0							
Other															
TOTAL INSTRUCTIONAL	77.0	71.0	0.0	71.0	0.0	71.0	0.0	71.0	0.0	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4		
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual		
Nurse															
Librarian															
Custodian															
Security															
Other															
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	99.0	93.0	0.0	93.0	0.0	93.0	0.0	93.0	0.0	0.0	0.0	0.0	0.0		

2021-22-SUNY\_Budget.xlsx 202202011314.xlsx



		HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue		-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	
Total Expenses		-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	
Net Income		-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-	
Actual Student Enrollment		435	435	-	-	435	-	-	435	-	-	435	-	-	
		Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions													
Executive Management	1.00		43,590		-	43,590		-	43,590		-	43,590		-	
Instructional Management	7.00		182,415		-	182,415		-	182,415		-	182,415		-	
Deans, Directors & Coordinators	2.00		257,977		-	257,977		-	257,977		-	257,977		-	
CFO / Director of Finance	1.00		31,050		-	31,050		-	31,050		-	31,050		-	
Operation / Business Manager	7.00		27,852		-	27,852		-	27,852		-	27,852		-	
Administrative Staff	4.00		80,502		-	80,502		-	80,502		-	80,502		-	
TOTAL ADMINISTRATIVE STAFF	22.00		-	623,385	-	-	623,385	-	-	623,385	-	-	623,385	-	
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	45.00		817,813		-	817,813		-	817,813		-	817,813		-	
Teachers - SPED	4.00		124,225		-	124,225		-	124,225		-	124,225		-	
Substitute Teachers	-				-			-			-			-	
Teaching Assistants	-				-			-			-			-	
Specialty Teachers	-		93,169		-	93,169		-	93,169		-	93,169		-	
Aides	20.00				-			-			-			-	
Therapists & Counselors	2.00		60,825		-	60,825		-	60,825		-	60,825		-	
Other	-		57,436		-	57,436		-	57,436		-	57,436		-	
TOTAL INSTRUCTIONAL	71.00		-	1,153,467	-	-	1,153,467	-	-	1,153,467	-	-	1,153,467	-	
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-				-			-			-			-	
Librarian	-				-			-			-			-	
Custodian	-				-			-			-			-	
Security	-				-			-			-			-	
Other	-				-			-			-			-	
TOTAL NON-INSTRUCTIONAL	-		-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS		93.00	-	1,776,852	-	-	1,776,852	-	-	1,776,852	-	-	1,776,852	-	
PAYROLL TAXES AND BENEFITS															
Payroll Taxes			154,260		-	154,260		-	154,260		-	154,260		-	
Fringe / Employee Benefits			263,870		-	263,870		-	263,870		-	263,870		-	
Retirement / Pension					-			-			-			-	
TOTAL PAYROLL TAXES AND BENEFITS			-	418,130	-	-	418,130	-	-	418,130	-	-	418,130	-	
TOTAL PERSONNEL SERVICE COSTS		93.00	-	2,194,982	-	-	2,194,982	-	-	2,194,982	-	-	2,194,982	-	
CONTRACTED SERVICES															
Accounting / Audit			12,250		-	12,250		-	12,250		-	12,250		-	
Legal			2,500		-	2,500		-	2,500		-	2,500		-	
Management Company Fee					-			-			-			-	
Nurse Services					-			-			-			-	
Food Service / School Lunch					-			-			-			-	
Payroll Services					-			-			-			-	
Special Ed Services					-			-			-			-	
Titlement Services (i.e. Title I)					-			-			-			-	
Other Purchased / Professional / Consulting					-			-			-			-	
TOTAL CONTRACTED SERVICES			-	14,750	-	-	14,750	-	-	14,750	-	-	14,750	-	



	HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2021-22												
Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-
Actual Student Enrollment	435	435	-	-	435	-	-	435	-	-	435	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		25,750		-	25,750		-	25,750		-	25,750		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		4,500		-	4,500		-	4,500		-	4,500		-
Supplies & Materials other				-			-			-			-
Equipment / Furniture				-			-			-			-
Telephone		4,500		-	4,500		-	4,500		-	4,500		-
Technology		31,250		-	31,250		-	31,250		-	31,250		-
Student Testing & Assessment		3,000		-	3,000		-	3,000		-	3,000		-
Field Trips		1,000		-	1,000		-	1,000		-	1,000		-
Transportation (student)				-			-			-			-
Student Services - other		10,000		-	10,000		-	10,000		-	10,000		-
Office Expense		28,648		-	28,648		-	28,648		-	28,648		-
Staff Development		25,000		-	25,000		-	25,000		-	25,000		-
Staff Recruitment		6,250		-	6,250		-	6,250		-	6,250		-
Student Recruitment / Marketing		13,750		-	13,750		-	13,750		-	13,750		-
School Meals / Lunch				-			-			-			-
Travel (Staff)		750		-	750		-	750		-	750		-
Fundraising				-			-			-			-
Other				-			-			-			-
TOTAL SCHOOL OPERATIONS	-	154,398	-	-	154,398	-	-	154,398	-	-	154,398	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		18,614		-	18,614		-	18,614		-	18,614		-
Janitorial				-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest		900.00		-	900		-	900		-	900		-
Repairs & Maintenance				-			-			-			-
Equipment / Furniture		7,000		-	7,000		-	7,000		-	7,000		-
Security				-			-			-			-
Utilities				-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	26,514	-	-	26,514	-	-	26,514	-	-	26,514	-	-
DEPRECIATION & AMORTIZATION				-			-			-			-
COVID-19 / CONTINGENCY		62,500		-	62,500		-	62,500		-	62,500		-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-
NET INCOME	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-

	HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2021-22												
Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-
Actual Student Enrollment	435	435	-	-	435	-	-	435	-	-	435	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	1	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	435	435	-	-	435	-	-	435	-	-	435	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	435	435	-	-	435	-	-	435	-	-	435	-	-
REVENUE PER PUPIL	-	5,647	-	-	5,647	-	-	5,647	-	-	5,647	-	-
EXPENSES PER PUPIL	-	5,636	-	-	5,636	-	-	5,636	-	-	5,636	-	-



		HARLEM LINK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
Total Revenue		9,832,133	9,832,133	-	9,832,133	9,832,133	
Total Expenses		9,812,572	9,812,572	-	(9,812,572)	(9,812,572)	
Net Income		19,561	19,561	-	19,561	19,561	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	2021-22 Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	16,844	7,331,618	7,331,618	-	7,331,618	7,331,618	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844	7,331,618	7,331,618	-	7,331,618	7,331,618	
Special Education Revenue		1,316,112	1,316,112	-	1,316,112	1,316,112	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		364,403	364,403	-	364,403	364,403	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		9,012,133	9,012,133	-	9,012,133	9,012,133	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		85,000	85,000	-	85,000	85,000	
Title I		205,000	205,000	-	205,000	205,000	
Title Funding - Other		15,000	15,000	-	15,000	15,000	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		300,000	300,000	-	300,000	300,000	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		605,000	605,000	-	605,000	605,000	
LOCAL and OTHER REVENUE							
Contributions and Donations		150,000	150,000	-	150,000	150,000	
Fundraising		20,000	20,000	-	20,000	20,000	
Erate Reimbursement		45,000	45,000	-	45,000	45,000	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		215,000	215,000	-	215,000	215,000	
TOTAL REVENUE		9,832,133	9,832,133	-	9,832,133	9,832,133	

		HARLEM LINK CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2021-22					
		9,832,133	9,832,133	-	9,832,133	9,832,133	
Total Revenue		9,832,133	9,832,133	-	(9,812,572)	(9,812,572)	
Total Expenses		9,812,572	9,812,572	-	19,561	19,561	
Net Income		19,561	19,561	-			
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	1.00	174,360	174,360	-	(174,360)	(174,360)	
Instructional Management	7.00	729,659	729,659	-	(729,659)	(729,659)	
Deans, Directors & Coordinators	2.00	1,031,906	1,031,906	-	(1,031,906)	(1,031,906)	
CFO / Director of Finance	1.00	124,200	124,200	-	(124,200)	(124,200)	
Operation / Business Manager	7.00	111,407	111,407	-	(111,407)	(111,407)	
Administrative Staff	4.00	322,008	322,008	-	(322,008)	(322,008)	
TOTAL ADMINISTRATIVE STAFF	22.00	2,493,540	2,493,540	-	(2,493,540)	(2,493,540)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	45.00	3,271,252	3,271,252	-	(3,271,252)	(3,271,252)	
Teachers - SPED	4.00	496,899	496,899	-	(496,899)	(496,899)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	372,674	372,674	-	(372,674)	(372,674)	
Aides	20.00	-	-	-	-	-	
Therapists & Counselors	2.00	243,300	243,300	-	(243,300)	(243,300)	
Other	-	229,744	229,744	-	(229,744)	(229,744)	
TOTAL INSTRUCTIONAL	71.00	4,613,869	4,613,869	-	(4,613,869)	(4,613,869)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	93.00	7,107,409	7,107,409	-	(7,107,409)	(7,107,409)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		617,039	617,039	-	(617,039)	(617,039)	
Fringe / Employee Benefits		1,055,480	1,055,480	-	(1,055,480)	(1,055,480)	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		1,672,519	1,672,519	-	(1,672,519)	(1,672,519)	
TOTAL PERSONNEL SERVICE COSTS	93.00	8,779,928	8,779,928	-	(8,779,928)	(8,779,928)	
CONTRACTED SERVICES							
Accounting / Audit		49,000	49,000	-	(49,000)	(49,000)	
Legal		10,000	10,000	-	(10,000)	(10,000)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		59,000	59,000	-	(59,000)	(59,000)	



	HARLEM LINK CHARTER SCHOOL					
	Budget / Operating Plan					
	2021-22					
Total Revenue	9,832,133	9,832,133	-	9,832,133	9,832,133	
Total Expenses	9,812,572	9,812,572	-	(9,812,572)	(9,812,572)	
Net Income	19,561	19,561	-	19,561	19,561	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	103,000	103,000	-	(103,000)	(103,000)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	18,000	18,000	-	(18,000)	(18,000)	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Telephone	18,000	18,000	-	(18,000)	(18,000)	
Technology	125,000	125,000	-	(125,000)	(125,000)	
Student Testing & Assessment	12,000	12,000	-	(12,000)	(12,000)	
Field Trips	4,000	4,000	-	(4,000)	(4,000)	
Transportation (student)	-	-	-	-	-	
Student Services - other	40,000	40,000	-	(40,000)	(40,000)	
Office Expense	114,590	114,590	-	(114,590)	(114,590)	
Staff Development	100,000	100,000	-	(100,000)	(100,000)	
Staff Recruitment	25,000	25,000	-	(25,000)	(25,000)	
Student Recruitment / Marketing	55,000	55,000	-	(55,000)	(55,000)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	3,000	3,000	-	(3,000)	(3,000)	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	617,590	617,590	-	(617,590)	(617,590)	
FACILITY OPERATION & MAINTENANCE						
Insurance	74,455	74,455	-	(74,455)	(74,455)	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	3,600	3,600	-	(3,600)	(3,600)	
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	28,000	28,000	-	(28,000)	(28,000)	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	106,055	106,055	-	(106,055)	(106,055)	
DEPRECIATION & AMORTIZATION						
COVID-19 / CONTINGENCY	249,999	249,999	-	(249,999)	(249,999)	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	9,812,572	9,812,572	-	(9,812,572)	(9,812,572)	
NET INCOME	19,561	19,561	-	19,561	19,561	

HARLEM LINK CHARTER SCHOOL						
	Budget / Operating Plan					
	2021-22					
Total Revenue	9,832,133	9,832,133	-	9,832,133	9,832,133	
Total Expenses	9,812,572	9,812,572	-	(9,812,572)	(9,812,572)	
Net Income	19,561	19,561	-	19,561	19,561	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original	Revised		Original	Revised	
	Budget	Budget	Variance	Budget vs. PY Budget	Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
NYC CHANCELLOR'S OFFICE						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: ( Weighted Avg )						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

	HARLEM LINK CHARTER SCHOOL Budget / Operating Plan 2021-22													
Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	9,832,133
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	9,812,572
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-	19,561
Actual Student Enrollment	435	435	-	-	435	-	-	435	-	-	435	-	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>CASH FLOW ADJUSTMENTS</b>														
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below }														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-	-	19,561
Beginning Cash Balance	-	-	-	-	4,890	-	-	9,781	-	-	14,671	-	-	-
ENDING CASH BALANCE	-	4,890	-	-	9,781	-	-	14,671	-	-	19,561	-	-	19,561



		HARLEM LINK CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22	
Total Revenue		9,832,133	-	9,832,133	9,832,133	
Total Expenses		9,812,572	-	(9,812,572)	(9,812,572)	
Net Income		19,561	-	19,561	19,561	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY Budget	Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES {enter descriptions below }						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below }						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below }						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		19,561	-	19,561	19,561	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		19,561	-	19,561	19,561	

**HARLEM LINK CHARTER SCHOOL  
BALANCE SHEET  
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-

## Budget / Operating Plan

2021-22

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

## REVENUES FROM STATE SOURCES

### Per Pupil Revenue

NYC CHANCELLOR'S OFFICE

2021-22  
Per Pupil Rate

TOTAL REVENUE	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-
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## Budget / Operating Plan

2021-22

Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-
Actual Student Enrollment	-	435	-	-	435	-	-	435	-	-	435	-

**\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

4th Quarter - 4/1 - 6/30

Actual

**Current Budget**

### Variance

Actual

**Current  
Budget**

### Variance

**Actual**

**Current Budget**

### Variance

**Actual**

**Current Budget**

### Variance

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0	No. of Positions
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

Executive Management	-		43,590	-		43,590	-		43,590	-		43,590	-
Instructional Management	-		182,415	-		182,415	-		182,415	-		182,415	-
Deans, Directors & Coordinators	-		257,977	-		257,977	-		257,977	-		257,977	-
CFO / Director of Finance	-		31,050	-		31,050	-		31,050	-		31,050	-
Operation / Business Manager	-		27,852	-		27,852	-		27,852	-		27,852	-
Administrative Staff	-		80,502	-		80,502	-		80,502	-		80,502	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	<b>623,385</b>	-	-	<b>623,385</b>	-	-	<b>623,385</b>	-	-	<b>623,385</b>	-

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	817,813	-	817,813	-	817,813	-	817,813	-	817,813	-
Teachers - SPED	-	124,225	-	124,225	-	124,225	-	124,225	-	124,225	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	93,169	-	93,169	-	93,169	-	93,169	-	93,169	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	60,825	-	60,825	-	60,825	-	60,825	-	60,825	-
Other	-	57,436	-	57,436	-	57,436	-	57,436	-	57,436	-
<b>TOTAL INSTRUCTIONAL</b>	-	- 1,153,467	-	- 1,153,467	-	- 1,153,467	-	- 1,153,467	-	- 1,153,467	-

### NON-INSTRUCTIONAL PERSONNEL COSTS

[illegible]

**SUBTOTAL PERSONNEL SERVICE COSTS**

## PAYROLL TAXES AND BENEFITS

Payroll Taxes		154,260	-		154,260	-		154,260	-		154,260	-
Fringe / Employee Benefits		263,870	-		263,870	-		263,870	-		263,870	-
Retirement / Pension		-	-		-	-		-	-		-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	418,130	-	-	418,130	-	-	418,130	-	-	418,130

**TOTAL PERSONNEL SERVICE COSTS**

## CONTRACTED SERVICES

Accounting / Audit		12,250	-		12,250	-		12,250	-		12,250	-
Legal		2,500	-		2,500	-		2,500	-		2,500	-
Management Company Fee		-	-		-	-		-	-		-	-
Nurse Services		-	-		-	-		-	-		-	-
Food Service / School Lunch		-	-		-	-		-	-		-	-
Payroll Services		-	-		-	-		-	-		-	-
Special Ed Services		-	-		-	-		-	-		-	-
Titlement Services (i.e. Title I)		-	-		-	-		-	-		-	-
Other Purchased / Professional / Consulting		-	-		-	-		-	-		-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	<b>14,750</b>	-	-	<b>14,750</b>	-	-	<b>14,750</b>	-	-	<b>14,750</b>	-



HARLEM LINK CHARTER SCHOOL												
Budget / Operating Plan												
2021-22												
Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-
Actual Student Enrollment	-	435	-	-	435	-	-	435	-	-	435	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		25,750	-		25,750	-		25,750	-		25,750	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		4,500	-		4,500	-		4,500	-		4,500	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Telephone		4,500	-		4,500	-		4,500	-		4,500	-
Technology		31,250	-		31,250	-		31,250	-		31,250	-
Student Testing & Assessment		3,000	-		3,000	-		3,000	-		3,000	-
Field Trips		1,000	-		1,000	-		1,000	-		1,000	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		10,000	-		10,000	-		10,000	-		10,000	-
Office Expense		28,648	-		28,648	-		28,648	-		28,648	-
Staff Development		25,000	-		25,000	-		25,000	-		25,000	-
Staff Recruitment		6,250	-		6,250	-		6,250	-		6,250	-
Student Recruitment / Marketing		13,750	-		13,750	-		13,750	-		13,750	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		750	-		750	-		750	-		750	-
Fundraising		-	-		-	-		-	-		-	-
Other		-	-		-	-		-	-		-	-
TOTAL SCHOOL OPERATIONS	-	154,398	-	-	154,398	-	-	154,398	-	-	154,398	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		18,614	-		18,614	-		18,614	-		18,614	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest		900	-		900	-		900	-		900	-
Repairs & Maintenance		-	-		-	-		-	-		-	-
Equipment / Furniture		7,000	-		7,000	-		7,000	-		7,000	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	26,514	-	-	26,514	-	-	26,514	-	-	26,514	-
<b>DEPRECIATION &amp; AMORTIZATION</b>												
COVID-19 / CONTINGENCY		62,500	-		62,500	-		62,500	-		62,500	-
DEFERRED RENT		-	-		-	-		-	-		-	-
<b>TOTAL EXPENSES</b>												
	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-
<b>NET INCOME</b>												
	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-

<p align="center"><b>HARLEM LINK CHARTER SCHOOL</b>  <b>Budget / Operating Plan</b></p>	
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	2021-22
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Total Revenue	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-	-	2,458,033	-
Total Expenses	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-	-	2,453,143	-
Net Income	-	4,890	-	-	4,890	-	-	4,890	-	-	4,890	-
Actual Student Enrollment	-	435	-	-	435	-	-	435	-	-	435	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

NYC CHANCELLOR'S OFFICE	-	435	-	-	435	-	-	435	-	-	435	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	435	-	-	435	-	-	435	-	-	435	-
REVENUE PER PUPIL	-	5,647	-	-	5,647	-	-	5,647	-	-	5,647	-
EXPENSES PER PUPIL	-	5,636	-	-	5,636	-	-	5,636	-	-	5,636	-

TOTAL ENROLLMENT	-	435	-	-	435	-	-	435	-	-	435	-
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EXPENSES PER DUPI											
		£ 636			£ 636			£ 636			£ 636



HARLEM LINK CHARTER SCHOOL Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	9,832,133	(9,832,133)	-	-	9,832,133	(9,832,133)	-	-
Total Expenses	-	-	-	9,812,572	9,812,572	-	-	9,812,572	9,812,572	-	-
Net Income	-	-	-	19,561	(19,561)	-	-	19,561	(19,561)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
NYC CHANCELLOR'S OFFICE				7,331,618	(7,331,618)			7,331,618	(7,331,618)	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
-				-	-			-	-	-	-
ALL OTHER School Districts: ( Count = 0 )				-	-			-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)				7,331,618	(7,331,618)			7,331,618	(7,331,618)	-	-
Special Education Revenue				1,316,112	(1,316,112)			1,316,112	(1,316,112)	-	-
Grants											
Stimulus				-	-			-	-	-	-
DYCD (Department of Youth and Community Development)				-	-			-	-	-	-
Other				364,403	(364,403)			364,403	(364,403)	-	-
NYC DoE Rental Assistance				-	-			-	-	-	-
Other				-	-			-	-	-	-
TOTAL REVENUE FROM STATE SOURCES				9,012,133	(9,012,133)			9,012,133	(9,012,133)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs				85,000	(85,000)			85,000	(85,000)	-	-
Title I				205,000	(205,000)			205,000	(205,000)	-	-
Title Funding - Other				15,000	(15,000)			15,000	(15,000)	-	-
School Food Service (Free Lunch)				-	-			-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation				-	-			-	-	-	-
Other				300,000	(300,000)			300,000	(300,000)	-	-
Other				-	-			-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				605,000	(605,000)			605,000	(605,000)	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations				150,000	(150,000)			150,000	(150,000)	-	-
Fundraising				20,000	(20,000)			20,000	(20,000)	-	-
Erate Reimbursement				45,000	(45,000)			45,000	(45,000)	-	-
Earnings on Investments				-	-			-	-	-	-
Interest Income				-	-			-	-	-	-
Food Service (Income from meals)				-	-			-	-	-	-
Text Book				-	-			-	-	-	-
OTHER				-	-			-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				215,000	(215,000)			215,000	(215,000)	-	-
TOTAL REVENUE				9,832,133	(9,832,133)			9,832,133	(9,832,133)	-	-



HARLEM LINK CHARTER SCHOOL Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	9,832,133	(9,832,133)	-	-	9,832,133	(9,832,133)	-	-
Total Expenses	-	-	-	9,812,572	9,812,572	-	-	9,812,572	9,812,572	-	-
Net Income	-	-	-	19,561	(19,561)	-	-	19,561	(19,561)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	174,360	174,360	-	-	174,360	174,360	-	-
Instructional Management	-	-	-	729,659	729,659	-	-	729,659	729,659	-	-
Deans, Directors & Coordinators	-	-	-	1,031,906	1,031,906	-	-	1,031,906	1,031,906	-	-
CFO / Director of Finance	-	-	-	124,200	124,200	-	-	124,200	124,200	-	-
Operation / Business Manager	-	-	-	111,407	111,407	-	-	111,407	111,407	-	-
Administrative Staff	-	-	-	322,008	322,008	-	-	322,008	322,008	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	2,493,540	2,493,540	-	-	2,493,540	2,493,540	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	3,271,252	3,271,252	-	-	3,271,252	3,271,252	-	-
Teachers - SPED	-	-	-	496,899	496,899	-	-	496,899	496,899	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	372,674	372,674	-	-	372,674	372,674	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	243,300	243,300	-	-	243,300	243,300	-	-
Other	-	-	-	229,744	229,744	-	-	229,744	229,744	-	-
TOTAL INSTRUCTIONAL	-	-	-	4,613,869	4,613,869	-	-	4,613,869	4,613,869	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	7,107,409	7,107,409	-	-	7,107,409	7,107,409	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	617,039	617,039	-	-	617,039	617,039	-	-
Fringe / Employee Benefits	-	-	-	1,055,480	1,055,480	-	-	1,055,480	1,055,480	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,672,519	1,672,519	-	-	1,672,519	1,672,519	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	8,779,928	8,779,928	-	-	8,779,928	8,779,928	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	49,000	49,000	-	-	49,000	49,000	-	-
Legal	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	59,000	59,000	-	-	59,000	59,000	-	-



HARLEM LINK CHARTER SCHOOL Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	9,832,133	(9,832,133)	-	-	9,832,133	(9,832,133)	-	-
Total Expenses	-	-	-	9,812,572	9,812,572	-	-	9,812,572	9,812,572	-	-
Net Income	-	-	-	19,561	(19,561)	-	-	19,561	(19,561)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	103,000	103,000	-	-	103,000	103,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Technology	-	-	-	125,000	125,000	-	-	125,000	125,000	-	-
Student Testing & Assessment	-	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Field Trips	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	40,000	40,000	-	-	40,000	40,000	-	-
Office Expense	-	-	-	114,590	114,590	-	-	114,590	114,590	-	-
Staff Development	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-
Staff Recruitment	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
Student Recruitment / Marketing	-	-	-	55,000	55,000	-	-	55,000	55,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	3,000	3,000	-	-	3,000	3,000	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	617,590	617,590	-	-	617,590	617,590	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	74,455	74,455	-	-	74,455	74,455	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	3,600	3,600	-	-	3,600	3,600	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	28,000	28,000	-	-	28,000	28,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	106,055	106,055	-	-	106,055	106,055	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	249,999	249,999	-	-	249,999	249,999	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	9,812,572	9,812,572	-	-	9,812,572	9,812,572	-	-
NET INCOME	-	-	-	19,561	(19,561)	-	-	19,561	(19,561)	-	-

HARLEM LINK CHARTER SCHOOL Budget / Operating Plan											
2021-22											
Total Revenue	-	-	-	9,832,133	(9,832,133)	-	-	9,832,133	(9,832,133)	-	-
Total Expenses	-	-	-	9,812,572	9,812,572	-	-	9,812,572	9,812,572	-	-
Net Income	-	-	-	19,561	(19,561)	-	-	19,561	(19,561)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
NYC CHANCELLOR'S OFFICE	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*

**HARLEM LINK CHARTER SCHOOL**  
**2021-22**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Hallie Smith
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Education committee member
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

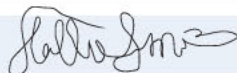
**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Laura Agrusti
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Education Committee Member
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:

**Laura B. Agrusti**

Digitally signed by Laura B. Agrusti  
Date: 2021.07.06 10:21:13 -04'00'

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Brandilyn Dumas
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Ed Committee
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
		N/A		

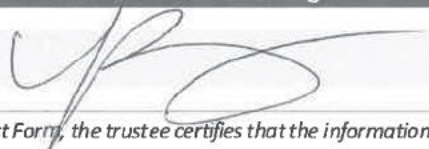
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
		N/A				

### Trustee Signature

Signature:



7/16/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Jonathan Barrett
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
	none			

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
	none					

### Trustee Signature

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link
Name of trustee (print):	Naheem Harris
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Finance Committee
Email Address:	

Home Address	Business Address
Please complete with <b>changes</b> only:	Please complete with <b>changes</b> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:

nharris@velaw.com

Digitally signed by nharris@velaw.com  
DN: CN=nharris@velaw.com  
Date: 2021.07.14 13:14:52 -0400



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	John Reddick
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Non-voting Board Member
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Special Projects Coordinator; Founding Board Member
1b) Salary:	\$59,000.00
1c) Start date:	2005

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.
---

☐ None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:

*John Applebeck*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee

For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

Name of education corporation: **Harlem Link**

Name of trustee (print): **Kenneth M. Catandella**

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): **Board Vice Chair, Development Cmt, Chair**

Email Address:

### Home Address

Please complete with *changes* only:

Street:

City, State Zip:

Phone:

### Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

### Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. ☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

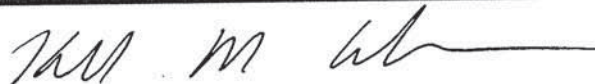
- 3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Monica Smalls Chestnut
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <b>changes</b> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <b>changes</b> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ No

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, an LLC, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	B. Peter Carry
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	chair
Email Address:	

Home Address	Business Address
Please complete with <b>changes</b> only:	Please complete with <b>changes</b> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

- 3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Edward C. Robinson Jr.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	trustee, member of Finance Committee
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	HARLEM LINK CHARTER SCHOOL
Name of trustee (print):	VOYKA SOTO
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	OUTREACH & COMM. ENGMT., CHAIR
Email Address:	[REDACTED]


Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person", who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee. If yes, please identify each interest/transaction (and provide the requested information) that you, "self", or an interested persons have held or engaged in with the education corporation during the prior school year.	

☒ none

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

 one

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

### Trustee Signature

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Harlem Link Charter School
Name of trustee (print):	Marie L. Traore
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee on the Outreach Committee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	N/A
1b) Salary:	N/A
1c) Start date:	N/A
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Trustee Signature

Signature:

*Muel L. Tene*

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.