

Application: Sisulu-Walker Charter School of Harlem

Keith Szczepanski - keithmszczepanski@gmail.com
2021-2022 Annual Report

Summary

ID: 0000000024

Last submitted: Oct 31 2022 09:53 PM (EDT)

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Jul 29 2022

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SISULU-WALKER CHARTER SCHOOL OF HARLEM 800000047050

a1. Popular School Name

Sisulu-Walker Charter School of Harlem

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

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

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD # 3 - MANHATTAN

e. DATE OF INITIAL CHARTER

1/1999

f. DATE FIRST OPENED FOR INSTRUCTION

9/1999

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

<http://www.sisuluwalker.org>

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

200

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

165

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

I1. 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 2022-2023?

No, just one site.

SISULU-WALKER CHARTER SCHOOL OF HARLEM 800000047050

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	125 West 115th Street, New York, New York 10026	212-663-8216	NYC CSD 3	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Michelle Haynes	Principal	212-663-8216		mhaynes@sisulwalker.org
Operational Leader	Gladys Lamb	Director of Operations	212-663-8216		glamb@sisulwalker.org
Compliance Contact	N/A	N/A	212-663-8216		
Complaint Contact	N/A	N/A	212-663-8216		
DASA Coordinator	N/A	N/A	212-663-8216		
Phone Contact for After Hours Emergencies	Michelle Haynes	Principal	212-663-8216		mhaynes@sisulwalker.org

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

Private Space

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

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

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

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

Site 1 Certificate of Occupancy (COO)

[Sisulu Cert of Occupancy \(1\).pdf](#)

Filename: Sisulu Cert of Occupancy (1).pdf **Size:** 41.6 kB

Site 1 Fire Inspection Report

[FDNY School Inspection Form.pdf](#)

Filename: FDNY School Inspection Form.pdf **Size:** 148.7 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

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

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	The maximum enrollment was reduced from 240 to 200.	12/15/2021	03/21/2022
2				
3				
4				
5				

More revisions to add?

No

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

Yes

ATTESTATIONS

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

Name	Michelle Haynes
Position	Principal
Phone/Extension	212-663-8216-162
Email	Mhaynes@sisuluwalker.org

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

Responses Selected:

Yes

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


Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large, sweeping 'M' and ending with a series of loops and a tail.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large, sweeping 'M' and ending with a series of loops and a tail.

Date

Jul 29 2022

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Sep 14 2022

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

Sisulu 2021-22-Accountability-Plan-Progress-Report-FINAL

Filename: Sisulu 2021 22 Accountability Plan FRMIYAe.pdf **Size:** 723.5 kB

Entry 4 - Audited Financial Statements

Completed Oct 31 2022

Required of ALL Charter Schools

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

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

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

SWCS 2022

Filename: SWCS 2022.pdf **Size:** 600.0 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 31 2022

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 no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

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

[SWCS 2021-22-Audited-Financial-Statement-Template-1](#)

Filename: SWCS 2021 22 Audited Financial St a0SZO4G.xlsx **Size:** 176.2 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

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

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

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 2022-2023 Budget

Completed Oct 31 2022

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

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

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

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

[SWCS 2022-23 Budget and Quarterly Report Template \(6\)](#)

Filename: SWCS 2022 23 Budget and Quarterly pPmjzSb.xlsx **Size:** 534.5 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

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

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

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

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

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

Scanned from a Xerox Multifunction Printer

Filename: Scanned from a Xerox Multifunction Printer.pdf **Size:** 108.2 kB

Board Disclosure Form Erika (1)

Filename: Board Disclosure Form Erika 1.pdf **Size:** 428.6 kB

Board Disclosure Form Martez (1)

Filename: Board Disclosure Form Martez 1.pdf **Size:** 428.3 kB

Board Disclosure Form Monique (1)

Filename: Board Disclosure Form Monique 1.pdf **Size:** 325.0 kB

Board Disclosure Form Minnie (1)

Filename: Board Disclosure Form Minnie 1.pdf **Size:** 428.8 kB

Board Disclosure Form (1)

Filename: Board Disclosure Form 1.pdf **Size:** 326.7 kB

Entry 7 BOT Membership Table

Completed Jul 29 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

information for all --VOTING and NON-VOTING-- trustees.

SISULU-WALKER CHARTER SCHOOL OF HARLEM 800000047050

Authorizer:

Who is the authorizer of your charter school?

SUNY

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meetings Attended During 2021-2022
1	Martez Moore		Chair	Finance, Real Estate, and Grievance	Yes	4	09/01/2021	08/31/2026	6
2	Minnie Goka		Vice Chair	Academic and Grievance	Yes	4	09/01/2019	08/31/2024	7
3	Monique Ware		Trustee/Member	Development	Yes	2	05/01/2022	04/30/2027	5 or less

4	Rita Hanes		Trustee/Member	Academic and Development	Yes	3	04/01/2022	03/31/2027	7
5	Erika Ewing		Trustee/Member	Academic and Development	Yes	3	05/01/2022	04/30/2027	7
6	Joseph Drayton		Trustee/Member	Finance and Grievance	Yes	3	05/01/2022	04/30/2027	5 or less
7									
8									
9									

1a. Are there more than 9 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, 2022	6
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

3. Number of Board meetings held during 2021-2022

10

4. Number of Board meetings scheduled for 2022-2023

10

Total number of Voting Members on June 30, 2022:

6

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

0

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

1

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

6

Thank you.

Entry 8 Board Meeting Minutes

Completed Jul 29 2022 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 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

[Complete 2021-22 Meeting Minutes](#)

Filename: Complete 2021 22 Meeting Minutes.pdf Size: 1.2 MB

Entry 9 Enrollment & Retention

Completed Aug 1 2022

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

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	<p>During the 2021-2022 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.</p> <p>Additionally, Sisulu-Walker Charter School set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We also increased our advertising using a combination of local, targeted mobile advertisements, and subway billboards. The packets that were sent to the day care centers included information regarding the school's lottery and academic program as well as a date for our open house. At our annual open house, parents were given information about Sisulu-Walker Charter School's general education program as well as an overview of the support services that are provided to students with disabilities and English Language Learners. Our school has a fulltime Title I Coordinator and Special Education</p>	<p>In the 2022-23 school year, Sisulu-Walker Charter School will send advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.</p> <p>Additionally, Sisulu-Walker Charter School will set up information tables at local community centers such as the Dunleavy-Milbank Center that have a high population of students eligible for free and reduced lunch. We will increase our advertising using a combination of local, targeted mobile advertisements, and subway billboards.</p> <p>We will send packets to day care centers that include information regarding the school's lottery and academic program as well as our open house dates. At our open house, parents will be given information about Sisulu-Walker Charter School's general education program as well as an overview of the support services that are provided to students with disabilities and English Language Learners. Our school has a full time Title I Coordinator</p>

Economically Disadvantaged

Coordinator. 5 out of our 6 classrooms are Integrated Co-Teaching classrooms. Each Integrated Co-Teaching classroom had one special education teacher and one general education teacher. Additionally, all classrooms had two instructional staff members to ensure that at-risk students received additional support. All intervention teachers worked closely with students and teachers to ensure that the needs of each population are met.

In addition, we will continue to increase our efforts to attract students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch by hosting additional open houses, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

Additionally, SWCSH was selected to join the Spectrum Pay It Forward Program. A commercial was created and advertised on cable networks for 6 weeks.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

During the 2021-2022 school

In the 2022-23 school

English Language Learners

year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language Learners; these districts have large free and reduced lunch populations.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

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Students with Disabilities

Learners; these districts have large free and reduced lunch populations.

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Finally, if seats become available during the school year, we back fill seats through our wait list.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>During the 2021-2022 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language</p>	<p>During the 2021-2022 school year, Sisulu-Walker Charter School sent advertisement packets to day care centers in districts 3, 4, and 5 that provide services to students with disabilities and who have a large population of English Language</p>

Economically Disadvantaged

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needs of each population are met.

In addition, we will continue to increase our efforts to attract students with disabilities, English Language Learners, and students who are eligible for free and reduced priced lunch by hosting additional open houses, hosting information sessions at daycare centers, publications, and again advertising on subway billboards and mobile applications while increasing the duration and widening the reach of the advertisements. We have also taken out Spanish language advertisements in local, widely circulated newspapers and continue to revamp our website and our social media outreach.

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Students with Disabilities

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Entry 10 - Teacher and Administrator Attrition

Completed Jul 29 2022

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

A. TEACH System - Employee Clearance

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

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

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Jul 29 2022 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, 2022)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	1.0

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

	FTE Count
i. Mathematics	0
ii. Science	0
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category C: not to exceed 5	0.0

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

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

	FTE Count
Total	1

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	1

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	13

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	15

Thank you.



Entry 12 Organization Chart

Completed Jul 29 2022 Hidden from applicant

Instructions

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

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

SWCSH Organizational Chart

Filename: SWCSH Organizational Chart .docx 1.pdf **Size:** 369.4 kB

Entry 13 School Calendar

Completed Jul 29 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

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

21_22 Sisulu Calendar

Filename: 21 22 Sisulu Calendar.pdf **Size:** 131.7 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 29 2022

Instructions

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

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Sisulu-Walker Charter School of Harlem

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

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.sisuluwalker.org/
2. Board meeting notices, agendas and documents	https://www.sisuluwalker.org/board-governance
3. New York State School Report Card	https://data.nysed.gov/profile.php?instid=800000047050
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.sisuluwalker.org/familyhandbook
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo)	https://www.sisuluwalker.org/school-safety-plan
6. Authorizer-approved FOIL Policy	https://www.sisuluwalker.org/foilrequests
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.sisuluwalker.org/foilrequests

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

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

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

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



**Sisulu-Walker Charter School
of Harlem**

**2021-22 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By: Michelle Haynes

125 West 115th Street
New York, New York 10026

212-663-8216

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Principal Michelle Haynes prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Martez Moore	Chair	Finance, Real Estate, and Grievance
Minnie Goka	Vice Chair	Academic and Grievance
Monique Ware	Trustee	Development
Rita Hanes	Trustee	Academic and Development
Erika Ewing	Trustee	Academic and Development
Joseph Drayton	Trustee	Finance and Grievance

Michelle Haynes has served as the Principal since 2011.

SCHOOL OVERVIEW

Established in 1999, The Sisulu-Walker Charter School of Harlem, New York State's first charter school, is named for two great human rights leaders, Walter Sisulu and Dr. Wyatt Tee Walker, and their wives. Walter Sisulu, former Secretary General of the African National Congress, worked closely with Nelson Mandela and was at the forefront of the struggle against South African apartheid for over five decades. Dr. Wyatt Tee Walker, a renowned pastor, author, lecturer, and advocate for human rights, served as the Chief of Staff to Dr. Martin Luther King, Jr. during critically important years of the American Civil Rights Movement.

The mission of the school is to prepare K-5 students living in and around Central Harlem for matriculation to outstanding public, private and parochial middle and high schools by nurturing their intellectual, emotional, artistic and social development. The school is accomplishing this by offering a rigorous and challenging academic curricula taught by a highly prepared and committed cadre of professional educators. Beginning in kindergarten, we prepare our students for college and a lifetime of achievement, honor and service. Sisulu-Walker is achieving this in a small and supportive learning environment that sets high expectations for all of our students and encourages strong parental and community involvement.

For students who did not have access to free internet services, we provided hot spots and internet plans. Additionally, all students were provided with a dedicated device to use whenever classes were required to pivot to remote instruction. To further address the digital divide, SWCS shifted to paperless instruction with the goal of reducing our reliance on printed materials by at least 75%. This provided students with additional opportunities to become proficient users of different computer programs. Students were divided into class cohorts. Each class was assigned two teachers and one support staff member to ensure that classes did not mix. This allowed us to reduce our student-teacher ratio to provide targeted intervention to address learning loss. In addition, this significantly reduced the need to quarantine many classes or close school down due to outbreaks.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2017-18	46	37	35	26	28	48	220
2018-19	30	52	40	40	29	29	220
2019-20	29	31	44	41	36	29	210
2020-21	28	29	32	44	31	38	199
2021-22	26	25	33	24	30	27	165

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

BACKGROUND

At SWCSH, our mantra is “Literacy is Everything and Everywhere.” We believe that children learn to read and write by reading and writing daily for information and enjoyment. Students are required to read books on or above their independent reading level across content areas and demonstrate mastery of all content through writing. Writing is embedded across the curriculum through reading, social studies, science and mathematics. As a result, literacy is taught across the curriculum using a comprehensive balanced literacy approach. Balanced Literacy is an all-inclusive framework that encompasses all the research-based best practices for literacy instruction as outlined by the National Reading Panel (2000). This literacy model comprises two distinct elements. Students learn to read during the traditional literacy block and read to learn during the social studies and science blocks. Additionally, opportunities for reading or being read to are integrated into the mathematics block. The gradual release method is employed to ensure student mastery of concepts as well as a workshop model. The Literacy Block is 180 minutes. The block is organized into four forty-five-minute periods. The chart below illustrates the breakdown of each block by grade level.

Block	K-2	3-5
ELA I	Vocabulary/Read-aloud	Guided Reading
ELA II	Word Work/Writing	Vocabulary/Novel
ELA III	Guided Reading	Text Analysis/Writing
ELA IV	Writing	Writing

Writing is anchored in the reading process as students write about what they read and use mentor texts that are read to write in a variety of genres. Opportunities for independent reading and writing are incorporated in the literacy framework during the guided reading/ small group instructional period; when students are not working with a teacher, they engage in independent reading and writing. The framework for instruction for social studies and science instruction includes opportunities for students to develop and refine questioning skills, increase content vocabulary, and read and respond to nonfiction texts.

The literacy curriculum is organized into thematic units that include wide reading of prose and poetry that encompasses reading during the traditional literacy period as well as during the social studies and science blocks. Thematic units include an emphasis on balancing fiction and nonfiction texts. All unit plans are standards based and aligned to the New York State Next Generation Standards.

The Principal and the Dean of Academics provided coaching to teachers. Teachers were placed in coaching cycles based on the number of years of experience that they had. Coaching included the analysis of videos and informal observations. After the first coaching cycle for each cohort, teachers that required additional support were placed on 6-week coaching cycles for the

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

remainder of the year. Coaching meetings were conducted on Fridays. Written feedback was given to teachers on the day that observations occur.

Cycle I

Cohort	Years of Experience	Timeframe
A	2 years or less	September- October
B	3-5 years	November-December
C	5+years	January-February

All teachers regardless of the cohort they were in received ongoing feedback and support. Within the first month of school, all teachers were required to record a lesson for video analysis and all teachers were observed a minimum of once per week.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English Language Arts (“ELA”) assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if a student was not enrolled in at least his/her second year (defined as enrolled by BEDS day of the previous school year).

2021 22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	18	0	0	0	7	25
4	20	0	0	0	10	30
5	21	0	0	0	6	27
All	59	0	0	0	23	82

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

In the 2021-22 school year, Sisulu-Walker students did not meet the goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state English Language Arts exam. Overall, the school missed the absolute goal by 10.8 percentage points. The grade closest to achieving the goal of 75% proficiency was Sisulu-Walker’s 5th grade, where over 72% of students enrolled in at least their second year achieved proficiency on the English Language Arts exam. However, this was still 2.8 percentage points below the goal.

Performance on 2021 22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55.6%	18	53.3%	15
4	65%	20	65.0%	20
5	71.4%	21	72.2%	18
All	64.4%	59	64.2%	53

ADDITIONAL EVIDENCE

Since the state English Language Arts exam was not administered during the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would not provide meaningful data to analyze, as the cohort of Sisulu-Walker students who took the 2018-19 English Language Arts exam as third grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school. Additionally, Sisulu-Walker’s current Accountability Period began in the 2020-21 school year. Thus, the 2021-22 assessment exam was the first to be administered during this Accountability Period.

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

Comparative Goal 1 cannot be measured at this time because the district's 2021-22 English Language Arts results are not available.

2021 22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53.3%	15	N/A	N/A
4	65.0%	20	N/A	N/A
5	72.2%	18	N/A	N/A
All	64.2%	53	N/A	N/A

ADDITIONAL EVIDENCE

Since the 2021-22 English Language Arts assessment results for Community School District 3 are not available, and comparable data is not available for the school's current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Sisulu enrolled a higher percentage of students achieving proficiency on the state English Language Arts exam in the most recently administered exam, from the 2018-19 school years, where 65% of Sisulu's students achieved proficiency compared to 64% for the district.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

I-READY

2021 22 i Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	82	143%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	24	131%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	144 ⁴	19	142%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	23	31%	No

End of Year Performance on 2021 22 i Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	62.5%	24	36%	22
4	67.7%	31	39%	28
5	59.3%	27	16%	25
All	63.4%	82	31%	75

End of Year Growth on 2021 22 i Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	142%	25
4	160%	30
5	100%	27
All	143%	82

ADDITIONAL CONTEXT AND EVIDENCE

This was the first year that Sisulu-Walker administered the i-Ready assessment to citizens. Additionally, this is the first time that our students took computer-based assessments. Consequently, navigating the system to time to adjust to. To mitigate the challenges associated with computer-based testing, we utilized 30 minutes of our study hall period at the end of the day for our students to work on individualized literacy lessons on i-Ready. Allowing students to work on i-Ready daily gain proficiency navigating the system over time.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Only one of Sisulu-Walker's five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report's submissions or could not be measured because the state English Language Arts exam was not administered in the two previous school years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot Be Measured at This Time
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Each class will have three team members assigned to the class. An assistant teacher will be assigned to kindergarten and intervention teachers, or assistant teachers will be assigned to grades 1-5. The additional team member in each class will allow us to provide targeted intervention to students in small groups and more individualized instruction. The benefits of having two teachers and an additional team member to provide academic support in a classroom cannot be understated. Some benefits include:

- Increased options for flexible grouping of students.
- Help in classroom and lesson preparation.
- Help with classroom management.
- Reduced student/teacher ratio.
- Increased instructional options for all students.
- Diversity of instructional styles.
- Greater student engagement time and levels of participation.

We will continue to allocate 180 minutes for English Language Arts instruction and will not revert to the pre-pandemic time allocation of 165 minutes. The priority will be to provide instruction in small groups instead of teaching to the whole class. We will also continue to allocate 30 additional minutes for computer-based intervention in place of having a traditional specials period during study hall. At this time, students will receive individualized instruction using i-Ready.

We will have a consultant to work closely with teachers to use data from i-Ready and internally developed assessments (we will continue to develop our own tests in addition to using i-Ready) to address instructional gaps. In addition, our after-school program will be open to students in all grades and will run for 160 days. During after-school, students will receive literacy support in small groups or individually.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

At Sisulu-Walker, we believe that MATH IS ALL AROUND US! In this, we define that math involves abstraction, logical reasoning, counting, calculation, measurement, and systematically studying shapes and motions of physical objects. Math is an essential tool in many fields including

science, engineering, medicine and social science. As a result, we apply math in daily life through numeration (counting, calculating, estimating), examination, and analysis of patterns, numbers, space, quantities, shapes, etc.

The math curriculum is organized into thematic units. Math instruction is composed of the following components to ensure content/skill development, investigation/manipulative-based methodologies, and incorporation of data to drive student achievement:

- **QQ/Do Now**
 - Quick Questions are data driven spiraled review questions and/or activities. This can include daily routines in grades K – 1 (calendar, counting, attendance, class survey) and standards-based questioning from what students have demonstrated mastery of.
- **Hook**
 - The lesson hook is the explanation or example of real-world relevancy, which brings students to be engaged in the content and brings the content to life.
- **Direct Instruction/Modeling**
 - The modeling component shows students the strategy/process utilized to problem solve. Students are taught and then practice a variety of strategies, then ultimately choose the best strategy for them.
- **Guided Instruction**
 - Guided instruction, as with the gradual release methodology of instruction, allows students to practice the daily skill with direction from the teacher through directing the teacher (“puppeteering”), responding to teacher questions, sharing and discussion with classmates.
- **Independent Practice**
 - Students practice a series of scaffolding questions related to the skill to ensure that application of the skill is developed in accordance to Bloom’s Taxonomy of Higher Order Thinking.
- **Checks for Understanding**
 - The teacher incorporates various methodologies to collect data on student progress of understanding and learning of the day’s lesson objective through use of whiteboards for students to show what they know, a sign-language system, turn and talks and teacher questioning.
- **Other Cumulative Review/Centers**
 - Centers are designed to develop the application of the day’s skill in a variety of other contexts: word problems, real life scenarios, and remediation/differentiation. Students work through various centers in small groups to collaborate and get small group instructional support.
- **Lesson Closing**

Teachers must close the loop with students to ensure students have an opportunity to articulate what they’ve understood/learned from the day’s instruction.

Our math block is 90 minutes. Teachers taught new content during the first 45 minutes and retaught concepts during the second half of the block. A *Bridge Unit* for the month of September was taught using the priority standards from the previous grade to address learning loss and the summer slide during the re-teach block. At the end of September, students took an assessment that measured their proficiency on standards from the *Bridge Unit*. Thereafter, students were divided into groups for 15 minutes each during the re-teach block. At that time, priority standards from the *Bridge Unit* and new concepts from grade-level standards were retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. 30 minutes were added to instruction by taking 30 minutes previously allocated to the Study Hall period. At that time, students utilized the MobyMax program and i-Ready for individualized instruction in addition to other assignments generated by teachers.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 5th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they were not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021 22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	20	0	0	0	4	24
4	20	0	0	0	10	30
5	21	0	0	0	6	27
All	61	0	0	0	20	81

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS AND EVALUATION

In the 2021-22 school year, Sisulu-Walker students did not meet the overall goal of having at least 75% of students enrolled in at least their second year at the school achieve proficiency on the state mathematics exam. Overall, the school missed the absolute goal by 9.9 percentage points. However, the school’s fourth grade exceeded the goal by five percentage points.

Performance on 2021 22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60.0%	20	64.7%	17
4	80.0%	20	80%	20
5	52.4%	21	52.6%	19
All	63.9%	61	66.1%	56

ADDITIONAL EVIDENCE

Since the state mathematics exam was not administered in the 2019-20 school year and was administered on a limited basis in the 2020-21 school year, year-to-year trends would not provide meaningful data to analyze, as the cohort of Sisulu-Walker students who took the 2018-19 mathematics exam as third grade students, the most recent exam that was administered before the 2021-22 school year, are currently in sixth grade and no longer attend the school. Additionally, Sisulu-Walker’s current Accountability Period began in the 2020-21 school year. Thus, this is the first state exam that was administered during this Accountability Period.

Goal 2: Absolute Measure
Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

Comparative Goal 1 cannot be measured at this time because the district’s 2021-22 mathematics assessment results are not available.

**2021 22 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	64.7%	17	N/A	N/A
4	80%	20	N/A	N/A
5	52.6%	19	N/A	N/A
All	66.1%	56	N/A	N/A

ADDITIONAL EVIDENCE

Since the 2021-22 mathematics assessment results for Community School District 3 are not currently available, and comparable data is not available for the school’s current charter term due to COVID-19, historical analysis of this goal cannot be analyzed. However, in the previous charter term, Sisulu-Walker enrolled a higher percentage of students achieving proficiency on the state mathematics exam in the two most recently administered exams, in the 2017-18 and 2018-19 school years. In the 2017-18 school year, 60% of Sisulu-Walker’s students achieved proficiency, compared to the district’s average of 57%. In the 2018-19 school year, 75% of Sisulu-Walker’s students achieved proficiency compared to 60% for the district.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready.

I-READY

2021 22 i Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	82	124%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	29	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	126% ⁸	19	122%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	75	31%	No

End of Year Performance on 2021 22 i Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section.

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	28%	25	27%	22
4	33%	30	36%	28
5	26%	27	28%	25
All	29%	82	31%	75

End of Year Growth on 2021 22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	112%	25
4	126%	30
5	122%	27
All	124%	82

ADDITIONAL CONTEXT AND EVIDENCE

This was the first year that Sisulu-Walker administered the i-Ready assessment to citizens. Additionally, this is the first time that our students took computer-based assessments. Consequently, navigating the system to time to adjust to. To mitigate the challenges associated with computer-based testing, we utilized 30 minutes of our study hall period at the end of the day for our students to work on individualized mathematics lessons on i-Ready. Allowing students to work on i-Ready daily gain proficiency navigating the system over time.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Only one of Sisulu-Walker's five measurable goals, the absolute goal of 75% of students performing at proficiency on the assessment exam, could be measured in the 2021-22 school year. The school did not achieve this goal. The remaining goals either could not be measured because the comparative data was not available at the time of this report's submissions or could not be measured because the state mathematics assessment exam was not administered in the previous two school years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Cannot Be Measured At This Time
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Our math block is 90 minutes. Teachers will teach new content during the first 45 minutes and re-teach concepts during the second half of the block. A *Bridge Unit* that will be taught during the month of September was generated using the priority standards from the previous grade for review and to combat the infamous summer slide. At the end of September, students will take an assessment that will measure their proficiency of standards from the *Bridge Unit*. Thereafter, students will be divided into groups for 15 minutes each during the re-teach block. At this time, priority standards from the *Bridge Unit* and new concepts from grade-level standards will be retaught to specific groups of students based on the data collected from the *Beginning of Year Assessment* and exit tickets from daily lessons. In addition, 30 of the 60 minutes allocated for study hall (asynchronistic learning) at the end of the day will be used to provide students with targeted math intervention using i-Ready and other resources.

GOAL 3: SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning

BACKGROUND

Sisulu-Walker uses an interdisciplinary approach to teach science that is student-centered, and inquiry based. The science curriculum for each grade is composed of units of study in Life Science, Earth Science, and Physical Science that are aligned to the New York State Next Generation Standards. All grade levels start with a unit on inquiry followed by three to four specific units.

The instructional strategy behind each lesson concept is ENGAGE, EXPLORE, EXPLAIN, EXTEND/APPLY and EVALUATE. These are researched and proven strategies for having students develop deeper understanding of science concepts. We further support scientific understanding by reading and writing about science content as part of the science block. In addition to leveled readers, teachers have additional trade books to support the science curriculum. Our science curriculum provides the hands-on experience, inquiry, and investigation opportunities needed to educate students with multiple experiences to construct their own understanding, and science knowledge and apply what they learn to the real world. In addition to thematic units of study, each grade observes and investigates a live animal during the year. Teachers are encouraged to have classroom pets as well.

ELEMENTARY AND MIDDLE SCIENCE

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Charter School Performance on 2021 22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	100%	19
All	100%	19

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	N/A	N/A	N/A
8	2018-19	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A

The school does not enroll 8th grade students.

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

In the 2021-22 school year, 100% of Sisulu-Walker's 4th grade students achieved proficiency on the state Science exam.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In the 2021-22 school year, Sisulu-Walker met its absolute goal of having at least 75% of students achieve proficiency on the state science exam. The comparative goal against the district could not be measured because the district's results on the science exam were not available at the time of this report's submission.

ACTION PLAN

Sisulu-Walker Charter School of Harlem will administer end of unit assessments in science for all grades. In addition, we will administer a science exam in the spring to fourth grade students using previously published science test questions for the written test only since they will take the science exam as fifth graders the following year. To address the performance component of the exam, we will provide opportunities for students to participate in science experiments throughout the year using a station teaching format.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: 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

The school met its goal of good standing for the 2021-22 school year.

ADDITIONAL EVIDENCE

Sisulu-Walker has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2019-20	Good standing
2020-21	Good standing
2021-22	Good standing

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2022

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

Table of Contents

Independent Auditors' Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Schedule of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 - 11
Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	12 - 13

Independent Auditors' Report

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

Opinion

We have audited the accompanying financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Sisulu-Walker Charter School of Harlem, Inc. as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with generally accepted auditing standards, we:

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

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

Report on Summarized Comparative Information

We have previously audited Sisulu-Walker Charter School of Harlem, Inc.'s 2021 financial statements, and our report dated October 27, 2021, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2022, on our consideration of Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and compliance.



New City, New York

October 25, 2022

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2022
(With Summarized Comparative Information For June 30, 2021)

ASSETS	2022	2021
	<hr/>	<hr/>
Current Assets		
Cash and Cash Equivalents	\$ 341,913	\$ 810,997
Due from Government Agencies (Note 3)	334,923	209,151
Prepaid Expenses	-	17,900
	<hr/>	<hr/>
Total Current Assets	676,836	1,038,048
	<hr/>	<hr/>
Fixed Assets		
Leasehold Improvements	220,692	218,912
Equipment, Furniture and Fixtures	996,720	950,502
	<hr/>	<hr/>
	1,217,412	1,169,414
Less: Accumulated Depreciation	(923,944)	(845,619)
	<hr/>	<hr/>
Total Fixed Assets	293,468	323,795
	<hr/>	<hr/>
Other Assets		
Security Deposits	37,500	37,500
	<hr/>	<hr/>
Total Other Assets	37,500	37,500
	<hr/>	<hr/>
Total Assets	\$ 1,007,804	\$ 1,399,343
	<hr/> <hr/>	<hr/> <hr/>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 130,627	\$ 121,438
Accrued Payroll and Related Expenses	247,706	348,929
	<hr/>	<hr/>
Total Liabilities	378,333	470,367
	<hr/>	<hr/>
Net Assets		
Net Assets Without Donor Restrictions	629,471	928,976
	<hr/>	<hr/>
Total Liabilities and Net Assets	\$ 1,007,804	\$ 1,399,343
	<hr/> <hr/>	<hr/> <hr/>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

NET ASSETS WITHOUT DONOR RESTRICTIONS

PUBLIC SUPPORT AND REVENUE

	2022	2021
Resident Student Enrollment	\$ 3,263,593	\$ 3,632,551
Grants and Contracts		
Federal Funding	606,524	260,313
PPP Loan Forgiveness	-	456,000
Corporate Contributions	19,038	114,947
Interest Income	1,701	4,716
Total Public Support and Revenue	3,890,856	4,468,527

EXPENSES

Program Services		
Regular Education	2,049,006	2,053,797
Special Education	1,433,913	1,604,614
Total Program Expenses	3,482,919	3,658,411
Supporting Services		
Management and General	707,442	571,878
Total Expenses	4,190,361	4,230,289
Total Change in Net Assets	(299,505)	238,238
Net Assets, Beginning of Year	928,976	690,738
Net Assets, End of Year	\$ 629,471	\$ 928,976

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Functional Expenses
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Support Services</u>	<u>2022</u>	<u>2021</u>
<u>Personnel Service Costs</u>						
Salaries						
Administrative Staff Personnel	\$ 205,235	\$ 128,272	333,507	\$ 179,580	\$ 513,087	409,508
Instructional Personnel	879,311	635,809	1,515,120	-	1,515,120	1,754,203
Non-Instructional Personnel	-	-	-	220,040	220,040	170,874
Total Personnel Costs	<u>1,084,546</u>	<u>764,081</u>	<u>1,848,627</u>	<u>399,620</u>	<u>2,248,247</u>	<u>2,334,585</u>
Fringe Benefits	177,789	125,255	303,044	29,438	332,482	304,829
Payroll Taxes	100,371	70,713	171,084	16,620	187,704	186,893
Retirement Benefits	34,899	24,587	59,486	5,779	65,265	60,108
Total Personnel and Related Expenses	<u>313,059</u>	<u>220,555</u>	<u>533,614</u>	<u>51,837</u>	<u>585,451</u>	<u>551,830</u>
<u>Operating Expenses</u>						
Consultants - Education (Note 6)	97,634	68,785	166,419	16,166	182,585	154,410
Insurance	33,601	23,673	57,274	5,564	62,838	59,564
Supplies and Materials	5,402	5,712	11,114	1,579	12,693	77,133
Technology	15,423	10,866	26,289	2,554	28,843	56,441
Occupancy	257,340	181,301	438,641	42,611	481,252	480,517
Utilities	43,166	30,411	73,577	7,148	80,725	46,196
Student Services	14,213	3,465	17,678	-	17,678	3,538
Staff Development	24,433	17,214	41,647	4,046	45,693	79,534
Marketing and Recruitment	11,863	3,350	15,213	165	15,378	17,347
Accounting and Audit Fees	-	-	-	151,596	151,596	145,617
Office Expenses	58,251	41,039	99,290	9,645	108,935	101,395
Maintenance and Repairs	36,084	25,422	61,506	5,975	67,481	36,342
Equipment and Furnishings	2,519	1,775	4,294	417	4,711	2,369
Depreciation	41,883	29,508	71,391	6,935	78,326	54,479
Other Expenses	9,589	6,756	16,345	1,584	17,929	28,992
Total Operating Expenses	<u>651,401</u>	<u>449,277</u>	<u>1,100,678</u>	<u>255,985</u>	<u>1,356,663</u>	<u>1,343,874</u>
TOTAL EXPENSES	<u><u>\$ 2,049,006</u></u>	<u><u>\$ 1,433,913</u></u>	<u><u>\$ 3,482,919</u></u>	<u><u>\$ 707,442</u></u>	<u><u>\$ 4,190,361</u></u>	<u><u>\$ 4,230,289</u></u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Resident Student Enrollment	\$ 3,258,998	\$ 3,624,003
Receipts from Grants and Contributions	504,384	738,074
Receipts from Other Revenue	1,701	4,716
Payments to Employees	(2,934,921)	(2,840,815)
Payments to Vendors and Suppliers	(1,251,248)	(1,274,935)
	<u>(421,086)</u>	<u>251,043</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Leasehold Improvements	(1,780)	(84,395)
Purchases of Equipment, Furniture and Fixtures	(46,218)	(190,489)
	<u>(47,998)</u>	<u>(274,884)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Payable - Proceeds (Forgiveness)	-	(456,000)
	<u>-</u>	<u>(456,000)</u>
NET DECREASE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH	(469,084)	(479,841)
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT BEGINNING OF YEAR	810,997	1,290,838
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT END OF YEAR	\$ 341,913	\$ 810,997
SUPPLEMENTAL DISCLOSURE OF CASH FLOWS INFORMATION		
Reconciliation of cash, cash equivalents and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and Cash Equivalents	\$ 265,751	\$ 734,883
Cash in Escrow	76,162	76,114
	<u>\$ 341,913</u>	<u>\$ 810,997</u>

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 1 - ORGANIZATION

Sisulu-Walker Charter School of Harlem, Inc. (the "School") is a charter school for children located in Harlem, New York. In fiscal year 2014, the School operated grades kindergarten through fifth. It educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue. The School was chartered during August 1999 and the first classes were offered during the 1999-2000 school year. Charter was renewed in 2021 and extended thru August 9, 2026.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when incurred.

Basis of Presentation

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

All net assets of the School at June 30, 2022 were considered to be net assets without donor restrictions.

Use of Estimates in the Preparation of Financial Statements

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

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur. As of June 30, 2022, the escrow account amounted to \$76,162.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tax Exempt Status

The School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The School files the Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2022, the School is no longer subject to U.S. Federal income tax examinations by tax authorities for the years ended prior to June 30, 2019. The tax returns for the years ended June 30, 2019 through June 30, 2021 are still subject to potential audit by the IRS. Management of the School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Leasehold Improvements Furniture and Fixtures, and Equipment

Leasehold improvements, furniture and equipment are valued at cost less accumulated depreciation. Depreciation is computed on a straight-line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of \$500 and over. Depreciation is calculated based on the useful lives of the assets as follows: Leasehold Improvements 5 Years, Equipment and Furniture 3 - 7 Years.

Revenue Recognition and Receivables

The School recognizes revenue from grants, contracts and gifts in accordance with guidance under which the School evaluates whether a transfer of assets is (1) an exchange transaction in which a resource provider is receiving commensurate value in return for the resources transferred or (2) a contribution. If the transfer of assets is determined to be an exchange transaction, the School applies guidance under ASC 606. If the transfer of assets is determined to be a contribution, the School evaluates whether the contribution is conditional based upon whether the agreement includes both (1) one or more barriers that must be overcome before the School is entitled to the assets transferred and promised and (2) a right of return of assets transferred or a right of return.

The School's significant sources of revenue are contracts and grants from government agencies, and contributions. Grants and contributions received are recorded as without donor restrictions or with donor restrictions based on the nature of donor restrictions. Grants are recognized when the School incurs expenses related to the contract. Generally, the funds are not remitted until a voucher for the services provided or expenses incurred has been submitted for reimbursement. Funds received in advance of services provided or expenses incurred are recorded as deferred revenue.

Contributions are reported as with donor restrictions support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of activities as net assets released from donor restriction. Donor restricted contributions and grants whose restrictions are met within the same year as received are reflected as contributions and grants without donor restrictions.

The School considers receivables to be fully collectible based on management's review of individual accounts outstanding. If collection becomes doubtful, an allowance for doubtful accounts will be established when that determination is made by management. Unpaid balances remaining after the stated payment terms are considered past due. Recoveries of previously charged off accounts are recorded when received.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Contributed Services

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received.

A number of volunteers have made a contribution of their time to the School to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided as donations.

Functional Allocation of Expenses

Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

Liquidity

Assets are presented in the accompanying statement of financial position according to their nearness of conversion to cash and liabilities according to the nearness of their maturity and resulting in use of cash.

Comparative Financial Information

The June 30, 2021 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2021 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2021 information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

NOTE 3 – DUE FROM GOVERNMENT AGENCIES

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly. As of June 30, 2022, \$329,011 is due from government agencies.

NOTE 4 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees may contribute up to 15% of their annual compensation to the Plan, limited to a maximum annual amount as set periodically by the Internal Revenue Service. The School matches the employee contribution 100% up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$60,265 for 2022. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 5 – CONSULTANTS - EDUCATION

In January 2007, the School entered into a Second Charter School Management Agreement with Victory Schools, Inc. (VSI) d/b/a Victory Education Partners (VEP) to provide services related to certain education and operational aspects of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter School Act. VSI d/b/a BoostEd Finance and the School replaced that certain agreement with another agreement, effective July 1, 2020,. BoostEd shall provide the School with the services outlined on Statement of Work of the agreement. In exchange for the services, the School shall pay to BoostEd the service fee outlined on the Statement of Work.

NOTE 6 – COMMITMENTS

Occupancy Lease

The School is paying rent for space for classroom instruction and administration activity under a month-to-month lease. Monthly rental payments total \$39,784. For the fiscal year ended June 30, 2022, rent expense paid was \$477,405.

Operating Lease

The School entered into an operating lease agreement for equipment on August 22, 2017. The lease begins on September 1, 2017 and calls for monthly payments of \$2,550 and expires on November 30, 2020. The School entered into a new operating lease agreement for equipment on August 21, 2020. The lease begins on September 1, 2020 and calls for monthly payments of \$2,000 and expires on November 30, 2023.

Future minimum rental payments under the terms of this lease are as follows:

Year Ending June 30,	Amount
2023	\$ 24,000
2024	16,000
	\$ 40,000

NOTE 7 – CONTINGENCY

The School participates in a number of Federal and State programs. These programs require the School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for such liability that may result has been made in the accompanying financial statements.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 8 – CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at major financial institutions which, at times may exceed the Federal Deposit Insurance Corporation insured limit of \$250,000 and Due from Government Agencies. Management believes that there is little risk in any losses and has not experienced any losses in such accounts. Management also believes that credit risk with respect to Due from Government Agencies is limited since the amounts are due from local and federal government programs.

The School is dependent on various government agencies for funding, and is responsible for meeting the requirements of such agencies. If the school was to lose students or the related government funding, it could have a substantial effect on its ability to continue operations.

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

At June 30, 2022, the School has \$600,674 of financial assets to meet needs for general expenditures consisting of cash of \$265,751 and due from government agencies of \$334,923. None of the financial assets are subject to donor or other contractual restrictions. Accordingly, all such funds are available to meet the cash needs of the School in the next 12 months.

In addition to financial assets available to meet general expenditures over the year, the School operates with a balanced budget and anticipates covering its general expenditures by collecting sufficient tuition and other revenues.

NOTE 10 – SUBSEQUENT EVENTS

The School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 25, 2022, for these financial statements.

**Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2022 and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2022.

Report on Internal Control over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

Vargas & Rivera, LLP

New City, New York

October 25, 2022



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

Charter School Name:	Sisulu-Walker Charter School of Harlem
Audit Period:	2021-22
Prior Period:	2020-21
Report Due Date:	Tuesday, November 1, 2022
School Fiscal Contact Name:	Michelle Haynes
School Fiscal Contact Email:	mhaynes@sisuluwalker.org
School Fiscal Contact Phone:	212.663.8216
School Audit Firm Name:	Vargas & Rivera
School Audit Contact Name:	Luis Rivera
School Audit Contact Email:	luis@cpatrust.com
School Audit Contact Phone:	845.638.3113

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	n/a
5) Management Letter Response	n/a
6) Form 990; or Extension Form 8868	on extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	n/a
8) Corrective Action Plan	n/a

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Statement of Activities

as of June 30, 2022

	2021-22			2020-21
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 2,809,579	\$ -	\$ 2,809,579	\$ 3,092,656
Students with disabilities	454,014	-	454,014	539,895
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	606,524	-	606,524	260,313
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,870,117	-	3,870,117	3,892,864
EXPENSES				
Program Services				
Regular Education	\$ 2,049,006	\$ -	\$ 2,049,006	\$ 2,053,797
Special Education	1,433,913	-	1,433,913	1,604,614
Other Programs	-	-	-	-
Total Program Services	3,482,919	-	3,482,919	3,658,411
Management and general	707,442	-	707,442	571,878
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,190,361	-	4,190,361	4,230,289
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(320,244)	-	(320,244)	(337,425)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	19,038	-	19,038	114,947
Fundraising	-	-	-	-
Interest income	1,701	-	1,701	4,716
Miscellaneous income	-	-	-	456,000
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	20,739	-	20,739	575,663
CHANGE IN NET ASSETS	(299,505)	-	(299,505)	238,238
NET ASSETS BEGINNING OF YEAR	928,976	-	928,976	690,738
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 629,471	\$ -	\$ 629,471	\$ 928,976

SISULU-WALKER CHARTER SCHOOL OF HARLEM
Statement of Cash Flows
as of June 30, 2022

	<u>2021-22</u>	<u>2020-21</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (299,506)	\$ 238,240
Revenues from School Districts	-	-
Accounts Receivable	-	43,055
Due from School Districts	-	-
Depreciation	78,325	54,479
Grants Receivable	(121,177)	(136,243)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	17,900	(17,900)
Accounts Payable	(35,317)	33,420
Accrued Expenses	44,506	44,540
Accrued Liabilities	(101,223)	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(4,595)	(8,548)
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (421,087)	\$ 251,043
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(47,999)	(274,884)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (47,999)	\$ (274,884)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	(456,000)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ (456,000)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (469,086)	\$ (479,841)
Cash at beginning of year	810,997	1,290,838
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 341,911	\$ 810,997

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Statement of Functional Expenses

as of June 30, 2022

		2021-22							2020-21	
		Program Services				Supporting Services				
No. of Positions	Regular	Special Education	Other Education	Total	Management and			Total	Total	
	Education				Fund-raising	General	Total			
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	6.00	205,235	128,272	-	333,507	-	179,580	179,580	513,087	409,508
Instructional Personnel	17.00	879,311	635,809	-	1,515,120	-	-	-	1,515,120	1,754,203
Non-Instructional Personnel	8.00	-	-	-	-	-	220,040	220,040	220,040	170,874
Total Salaries and Staff	31.00	1,084,546	764,081	-	1,848,627	-	399,620	399,620	2,248,247	2,334,585
Fringe Benefits & Payroll Taxes		278,160	195,968	-	474,128	-	46,058	46,058	520,186	491,722
Retirement		34,899	24,587	-	59,486	-	5,779	5,779	65,265	60,108
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	151,596	151,596	151,596	145,617
Other Purchased / Professional / Consulting Services		97,634	68,785	-	166,419	-	16,166	16,166	182,585	154,410
Building and Land Rent / Lease / Facility Finance Interest		257,340	181,301	-	438,641	-	42,611	42,611	481,252	480,517
Repairs & Maintenance		36,084	25,422	-	61,506	-	5,975	5,975	67,481	36,342
Insurance		33,601	23,673	-	57,274	-	5,564	5,564	62,838	59,564
Utilities		43,166	30,411	-	73,577	-	7,148	7,148	80,725	46,196
Supplies / Materials		5,402	5,712	-	11,114	-	1,579	1,579	12,693	77,133
Equipment / Furnishings		2,519	1,775	-	4,294	-	417	417	4,711	2,369
Staff Development		24,433	17,214	-	41,647	-	4,046	4,046	45,693	79,534
Marketing / Recruitment		11,863	3,350	-	15,213	-	165	165	15,378	17,347
Technology		15,423	10,866	-	26,289	-	2,554	2,554	28,843	56,441
Food Service		-	-	-	-	-	-	-	-	-
Student Services		14,213	3,465	-	17,678	-	-	-	17,678	3,538
Office Expense		58,251	41,039	-	99,290	-	9,645	9,645	108,935	101,395
Depreciation		41,883	29,508	-	71,391	-	6,935	6,935	78,326	54,479
OTHER		9,589	6,756	-	16,345	-	1,584	1,584	17,929	28,992
Total Expenses		\$ 2,049,006	\$ 1,433,913	\$ -	\$ 3,482,919	\$ -	\$ 707,442	\$ 707,442	\$ 4,190,361	\$ 4,230,289

Sisulu-Walker Charter School of Harlem, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2022

Sisulu-Walker Charter School of Harlem, Inc.

Financial Statements

Table of Contents

Independent Auditors' Report	1 - 2
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Schedule of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7 - 11
Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	12 - 13

Independent Auditors' Report

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

Opinion

We have audited the accompanying financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Sisulu-Walker Charter School of Harlem, Inc. as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

In performing an audit in accordance with generally accepted auditing standards, we:

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

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

Report on Summarized Comparative Information

We have previously audited Sisulu-Walker Charter School of Harlem, Inc.'s 2021 financial statements, and our report dated October 27, 2021, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2022, on our consideration of Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Sisulu-Walker Charter School of Harlem, Inc.'s internal control over financial reporting and compliance.



New City, New York
October 25, 2022

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Financial Position
June 30, 2022
(With Summarized Comparative Information For June 30, 2021)

ASSETS	2022	2021
	<hr/>	<hr/>
Current Assets		
Cash and Cash Equivalents	\$ 341,913	\$ 810,997
Due from Government Agencies (Note 3)	334,923	209,151
Prepaid Expenses	-	17,900
	<hr/>	<hr/>
Total Current Assets	676,836	1,038,048
	<hr/>	<hr/>
Fixed Assets		
Leasehold Improvements	220,692	218,912
Equipment, Furniture and Fixtures	996,720	950,502
	<hr/>	<hr/>
	1,217,412	1,169,414
Less: Accumulated Depreciation	(923,944)	(845,619)
	<hr/>	<hr/>
Total Fixed Assets	293,468	323,795
	<hr/>	<hr/>
Other Assets		
Security Deposits	37,500	37,500
	<hr/>	<hr/>
Total Other Assets	37,500	37,500
	<hr/>	<hr/>
Total Assets	\$ 1,007,804	\$ 1,399,343
	<hr/> <hr/>	<hr/> <hr/>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts Payable and Accrued Expenses	\$ 130,627	\$ 121,438
Accrued Payroll and Related Expenses	247,706	348,929
	<hr/>	<hr/>
Total Liabilities	378,333	470,367
	<hr/>	<hr/>
Net Assets		
Net Assets Without Donor Restrictions	629,471	928,976
	<hr/>	<hr/>
Total Liabilities and Net Assets	\$ 1,007,804	\$ 1,399,343
	<hr/> <hr/>	<hr/> <hr/>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Activities
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

NET ASSETS WITHOUT DONOR RESTRICTIONS

PUBLIC SUPPORT AND REVENUE

	2022	2021
Resident Student Enrollment	\$ 3,263,593	\$ 3,632,551
Grants and Contracts		
Federal Funding	606,524	260,313
PPP Loan Forgiveness	-	456,000
Corporate Contributions	19,038	114,947
Interest Income	1,701	4,716
Total Public Support and Revenue	3,890,856	4,468,527

EXPENSES

Program Services		
Regular Education	2,049,006	2,053,797
Special Education	1,433,913	1,604,614
Total Program Expenses	3,482,919	3,658,411
Supporting Services		
Management and General	707,442	571,878
Total Expenses	4,190,361	4,230,289
Total Change in Net Assets	(299,505)	238,238
Net Assets, Beginning of Year	928,976	690,738
Net Assets, End of Year	\$ 629,471	\$ 928,976

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Functional Expenses
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Support Services</u>	<u>2022</u>	<u>2021</u>
<u>Personnel Service Costs</u>						
Salaries						
Administrative Staff Personnel	\$ 205,235	\$ 128,272	333,507	\$ 179,580	\$ 513,087	409,508
Instructional Personnel	879,311	635,809	1,515,120	-	1,515,120	1,754,203
Non-Instructional Personnel	-	-	-	220,040	220,040	170,874
Total Personnel Costs	<u>1,084,546</u>	<u>764,081</u>	<u>1,848,627</u>	<u>399,620</u>	<u>2,248,247</u>	<u>2,334,585</u>
Fringe Benefits	177,789	125,255	303,044	29,438	332,482	304,829
Payroll Taxes	100,371	70,713	171,084	16,620	187,704	186,893
Retirement Benefits	34,899	24,587	59,486	5,779	65,265	60,108
Total Personnel and Related Expenses	<u>313,059</u>	<u>220,555</u>	<u>533,614</u>	<u>51,837</u>	<u>585,451</u>	<u>551,830</u>
<u>Operating Expenses</u>						
Consultants - Education (Note 6)	97,634	68,785	166,419	16,166	182,585	154,410
Insurance	33,601	23,673	57,274	5,564	62,838	59,564
Supplies and Materials	5,402	5,712	11,114	1,579	12,693	77,133
Technology	15,423	10,866	26,289	2,554	28,843	56,441
Occupancy	257,340	181,301	438,641	42,611	481,252	480,517
Utilities	43,166	30,411	73,577	7,148	80,725	46,196
Student Services	14,213	3,465	17,678	-	17,678	3,538
Staff Development	24,433	17,214	41,647	4,046	45,693	79,534
Marketing and Recruitment	11,863	3,350	15,213	165	15,378	17,347
Accounting and Audit Fees	-	-	-	151,596	151,596	145,617
Office Expenses	58,251	41,039	99,290	9,645	108,935	101,395
Maintenance and Repairs	36,084	25,422	61,506	5,975	67,481	36,342
Equipment and Furnishings	2,519	1,775	4,294	417	4,711	2,369
Depreciation	41,883	29,508	71,391	6,935	78,326	54,479
Other Expenses	9,589	6,756	16,345	1,584	17,929	28,992
Total Operating Expenses	<u>651,401</u>	<u>449,277</u>	<u>1,100,678</u>	<u>255,985</u>	<u>1,356,663</u>	<u>1,343,874</u>
TOTAL EXPENSES	<u>\$ 2,049,006</u>	<u>\$ 1,433,913</u>	<u>\$ 3,482,919</u>	<u>\$ 707,442</u>	<u>\$ 4,190,361</u>	<u>\$ 4,230,289</u>

Sisulu-Walker Charter School of Harlem, Inc.
Statement of Cash Flows
For the year ended June 30, 2022
(With Summarized Comparative Information For The Year Ended June 30, 2021)

	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Resident Student Enrollment	\$ 3,258,998	\$ 3,624,003
Receipts from Grants and Contributions	504,384	738,074
Receipts from Other Revenue	1,701	4,716
Payments to Employees	(2,934,921)	(2,840,815)
Payments to Vendors and Suppliers	(1,251,248)	(1,274,935)
	<u>(421,086)</u>	<u>251,043</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for Leasehold Improvements	(1,780)	(84,395)
Purchases of Equipment, Furniture and Fixtures	(46,218)	(190,489)
	<u>(47,998)</u>	<u>(274,884)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan Payable - Proceeds (Forgiveness)	-	(456,000)
	<u>-</u>	<u>(456,000)</u>
NET DECREASE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH	(469,084)	(479,841)
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT BEGINNING OF YEAR	810,997	1,290,838
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AT END OF YEAR	\$ 341,913	\$ 810,997
SUPPLEMENTAL DISCLOSURE OF CASH FLOWS INFORMATION		
Reconciliation of cash, cash equivalents and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and Cash Equivalents	\$ 265,751	\$ 734,883
Cash in Escrow	76,162	76,114
	<u>\$ 341,913</u>	<u>\$ 810,997</u>

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 1 - ORGANIZATION

Sisulu-Walker Charter School of Harlem, Inc. (the "School") is a charter school for children located in Harlem, New York. In fiscal year 2014, the School operated grades kindergarten through fifth. It educates children in a completely nondiscriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for all children is the foremost issue. The School was chartered during August 1999 and the first classes were offered during the 1999-2000 school year. Charter was renewed in 2021 and extended thru August 9, 2026.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when incurred.

Basis of Presentation

Under the provisions of the Guide, net assets and revenues, and gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, the net assets of the School and changes therein are classified as follows:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the School. The School's board may designate assets without restrictions for specific operational purposes from time to time.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the School or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Earnings related to restricted net assets will be included in net assets without donor restrictions unless otherwise specifically required to be included in donor-restricted net assets by the donor or by applicable state law.

All net assets of the School at June 30, 2022 were considered to be net assets without donor restrictions.

Use of Estimates in the Preparation of Financial Statements

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

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur. As of June 30, 2022, the escrow account amounted to \$76,162.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Tax Exempt Status

The School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The School files the Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2022, the School is no longer subject to U.S. Federal income tax examinations by tax authorities for the years ended prior to June 30, 2019. The tax returns for the years ended June 30, 2019 through June 30, 2021 are still subject to potential audit by the IRS. Management of the School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Leasehold Improvements Furniture and Fixtures, and Equipment

Leasehold improvements, furniture and equipment are valued at cost less accumulated depreciation. Depreciation is computed on a straight-line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of \$500 and over. Depreciation is calculated based on the useful lives of the assets as follows: Leasehold Improvements 5 Years, Equipment and Furniture 3 - 7 Years.

Revenue Recognition and Receivables

The School recognizes revenue from grants, contracts and gifts in accordance with guidance under which the School evaluates whether a transfer of assets is (1) an exchange transaction in which a resource provider is receiving commensurate value in return for the resources transferred or (2) a contribution. If the transfer of assets is determined to be an exchange transaction, the School applies guidance under ASC 606. If the transfer of assets is determined to be a contribution, the School evaluates whether the contribution is conditional based upon whether the agreement includes both (1) one or more barriers that must be overcome before the School is entitled to the assets transferred and promised and (2) a right of return of assets transferred or a right of return.

The School's significant sources of revenue are contracts and grants from government agencies, and contributions. Grants and contributions received are recorded as without donor restrictions or with donor restrictions based on the nature of donor restrictions. Grants are recognized when the School incurs expenses related to the contract. Generally, the funds are not remitted until a voucher for the services provided or expenses incurred has been submitted for reimbursement. Funds received in advance of services provided or expenses incurred are recorded as deferred revenue.

Contributions are reported as with donor restrictions support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified as net assets without donor restrictions and reported in the statement of activities as net assets released from donor restriction. Donor restricted contributions and grants whose restrictions are met within the same year as received are reflected as contributions and grants without donor restrictions.

The School considers receivables to be fully collectible based on management's review of individual accounts outstanding. If collection becomes doubtful, an allowance for doubtful accounts will be established when that determination is made by management. Unpaid balances remaining after the stated payment terms are considered past due. Recoveries of previously charged off accounts are recorded when received.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Contributed Services

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received.

A number of volunteers have made a contribution of their time to the School to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided as donations.

Functional Allocation of Expenses

Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

Liquidity

Assets are presented in the accompanying statement of financial position according to their nearness of conversion to cash and liabilities according to the nearness of their maturity and resulting in use of cash.

Comparative Financial Information

The June 30, 2021 financial statements include certain prior year summarized comparative information in total but not by net asset class. As a result, the June 30, 2021 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2021 information should be read in conjunction with the School's financial statements for the year ended June 30, 2021, from which the summarized information was derived.

NOTE 3 – DUE FROM GOVERNMENT AGENCIES

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly. As of June 30, 2022, \$329,011 is due from government agencies.

NOTE 4 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees may contribute up to 15% of their annual compensation to the Plan, limited to a maximum annual amount as set periodically by the Internal Revenue Service. The School matches the employee contribution 100% up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$60,265 for 2022. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 5 – CONSULTANTS - EDUCATION

In January 2007, the School entered into a Second Charter School Management Agreement with Victory Schools, Inc. (VSI) d/b/a Victory Education Partners (VEP) to provide services related to certain education and operational aspects of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter School Act. VSI d/b/a BoostEd Finance and the School replaced that certain agreement with another agreement, effective July 1, 2020,. BoostEd shall provide the School with the services outlined on Statement of Work of the agreement. In exchange for the services, the School shall pay to BoostEd the service fee outlined on the Statement of Work.

NOTE 6 – COMMITMENTS

Occupancy Lease

The School is paying rent for space for classroom instruction and administration activity under a month-to-month lease. Monthly rental payments total \$39,784. For the fiscal year ended June 30, 2022, rent expense paid was \$477,405.

Operating Lease

The School entered into an operating lease agreement for equipment on August 22, 2017. The lease begins on September 1, 2017 and calls for monthly payments of \$2,550 and expires on November 30, 2020. The School entered into a new operating lease agreement for equipment on August 21, 2020. The lease begins on September 1, 2020 and calls for monthly payments of \$2,000 and expires on November 30, 2023.

Future minimum rental payments under the terms of this lease are as follows:

Year Ending June 30,	Amount
2023	\$ 24,000
2024	16,000
	\$ 40,000

NOTE 7 – CONTINGENCY

The School participates in a number of Federal and State programs. These programs require the School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for such liability that may result has been made in the accompanying financial statements.

Sisulu-Walker Charter School of Harlem, Inc.
Notes to the Financial Statements
June 30, 2022

NOTE 8 – CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at major financial institutions which, at times may exceed the Federal Deposit Insurance Corporation insured limit of \$250,000 and Due from Government Agencies. Management believes that there is little risk in any losses and has not experienced any losses in such accounts. Management also believes that credit risk with respect to Due from Government Agencies is limited since the amounts are due from local and federal government programs.

The School is dependent on various government agencies for funding, and is responsible for meeting the requirements of such agencies. If the school was to lose students or the related government funding, it could have a substantial effect on its ability to continue operations.

NOTE 9 – LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

At June 30, 2022, the School has \$600,674 of financial assets to meet needs for general expenditures consisting of cash of \$265,751 and due from government agencies of \$334,923. None of the financial assets are subject to donor or other contractual restrictions. Accordingly, all such funds are available to meet the cash needs of the School in the next 12 months.

In addition to financial assets available to meet general expenditures over the year, the School operates with a balanced budget and anticipates covering its general expenditures by collecting sufficient tuition and other revenues.

NOTE 10 – SUBSEQUENT EVENTS

The School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 25, 2022, for these financial statements.

**Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Sisulu-Walker Charter School of Harlem, Inc.
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Sisulu-Walker Charter School of Harlem, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2022 and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2022.

Report on Internal Control over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of this Report

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

Vargas & Rivera, LLP

New City, New York

October 25, 2022



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	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.
4.) Yearly Budget	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.
5.) Balance Sheet	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.
6.) Quarterly Report	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
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe 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

Sisulu-Walker Charter School of Harlem

SCHOOL

Name:	Sisulu-Walker Charter School of Harlem
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CONTACT INFORMATION

Contact Name:	Gladys Lamb
Contact Title:	Director of Operations
Contact Email:	glamb@sisuluwalker.org
Contact Phone:	212.663.8216

REPORT PERIOD

Current Academic Year:	2022-23
Prior Academic Year:	2021-22

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
2022-23**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	43	21	21	21	42	42							
TOTAL ENROLLMENT = 190													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		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:	0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	190	0	190	0	190	0	190	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.													
PRIMARY/OTHER DISTRICT NAME(S)	PRIOR YEAR 2021-22 Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		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 2 SECONDARY District	NYC CHANCELLOR'S OFFICE (Select from drop-down list) →	190		190		190		190					

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2021-22	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

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
2022-23**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***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.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** 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
2021-22		2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management															
Instructional Management			1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators			2.0		2.0		2.0		2.0						
CFO / Director of Finance															
Operation / Business Manager			1.0		1.0		1.0		1.0						
Administrative Staff			3.0		3.0		3.0		3.0						
TOTAL ADMINISTRATIVE STAFF		0.0	7.0	0.0	7.0	0.0	7.0	0.0	7.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2021-22		2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular			13.0		13.0		13.0		13.0						
Teachers - SPED			2.0		2.0		2.0		2.0						
Substitute Teachers															
Teaching Assistants			2.0		2.0		2.0		2.0						
Specialty Teachers			1.0		1.0		1.0		1.0						
Aides			5.0		5.0		5.0		5.0						
Therapists & Counselors			1.0		1.0		1.0		1.0						
Other															
TOTAL INSTRUCTIONAL		0.0	24.0	0.0	24.0	0.0	24.0	0.0	24.0	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
2021-22		2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse															
Librarian															
Custodian			2.0		2.0		2.0		2.0						
Security															
Other															
TOTAL NON-INSTRUCTIONAL		0.0	2.0	0.0	2.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE		0.0	33.0	0.0	33.0	0.0	33.0	0.0	33.0	0.0	0.0	0.0	0.0	0.0	

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	-

	Prior Year Actual 2021-22 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

REVENUE

REVENUES FROM STATE SOURCES

2022-23

Allocate Per Pupil Revenue by Quarter

**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.*

	Per Pupil Rate	PPR %/Qtr->											
		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%	
NYC CHANCELLOR'S OFFICE	17,626	837,235	-	-	837,235	-	-	837,235	-	-	837,235	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	837,235	-	-	837,235	-	-	837,235	-	-	837,235	-	-
Special Education Revenue	-	125,807	-	-	125,807	-	-	125,807	-	-	125,807	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	963,042	-	-	963,042	-	-	963,042	-	-	963,042	-	-
REVENUE FROM FEDERAL FUNDING	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Special Needs	-	-	-	-	-	-	-	47,376	-	-	-	-	-
Title I	-	24,252	-	-	24,252	-	-	24,252	-	-	24,252	-	-
Title Funding - Other	-	127,680	-	-	127,680	-	-	127,680	-	-	127,680	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	151,933	-	-	151,933	-	-	199,309	-	-	151,933	-	-
LOCAL and OTHER REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	475	-	-	475	-	-	475	-	-	475	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	259	-	-	259	-	-	259	-	-	259	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	2,734	-	-	2,734	-	-	2,734	-	-	2,734	-	-
TOTAL REVENUE	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	-

	Prior Year Actual 2021-22 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	-			-			-			-			-
Instructional Management	1.00	48,943		-	41,952		-	48,943		-	41,952		-
Deans, Directors & Coordinators	2.00	44,316		-	37,986		-	44,316		-	37,986		-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	1.00	21,970		-	18,831		-	21,970		-	18,831		-
Administrative Staff	3.00	40,902		-	35,059		-	40,902		-	35,059		-
TOTAL ADMINISTRATIVE STAFF	7.00	-	156,132	-	-	133,827	-	-	156,132	-	-	133,827	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	13.00	110,757		-	221,514		-	258,432		-	369,189		-
Teachers - SPED	2.00	17,227		-	34,454		-	40,196		-	57,423		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	2.00	8,779		-	17,559		-	20,485		-	29,265		-
Specialty Teachers	1.00	1,177		-	2,354		-	2,746		-	3,923		-
Aides	5.00	27,172		-	23,290		-	27,172		-	23,290		-
Therapists & Counselors	1.00	8,277		-	16,555		-	19,314		-	27,591		-
Other	-	75,000		-	75,000		-	75,000		-	75,000		-
TOTAL INSTRUCTIONAL	24.00	-	248,389	-	-	390,725	-	-	443,346	-	-	585,682	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-			-			-
Librarian	-			-			-			-			-
Custodian	2.00	24,436		-	20,945		-	24,436		-	20,945		-
Security	-			-			-			-			-
Other	-			-			-			-			-
TOTAL NON-INSTRUCTIONAL	2.00	-	24,436	-	-	20,945	-	-	24,436	-	-	20,945	-

SUBTOTAL PERSONNEL SERVICE COSTS

	33.00	-	428,957	-	-	545,497	-	-	623,913	-	-	740,454	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		38,607.24		-	49,096.17		-	56,153.83		-	66,642.76		-
Fringe / Employee Benefits		97,975		-	97,975		-	97,975		-	97,975		-
Retirement / Pension		18,875		-	18,875		-	18,875		-	18,875		-
TOTAL PAYROLL TAXES AND BENEFITS		-	155,457	-	-	165,946	-	-	173,004	-	-	183,493	-

TOTAL PERSONNEL SERVICE COSTS

	33.00	-	584,414	-	-	711,443	-	-	796,917	-	-	923,946	-
--	-------	---	---------	---	---	---------	---	---	---------	---	---	---------	---

CONTRACTED SERVICES

Accounting / Audit		39,424		-	39,424		-	39,424		-	39,424		-
Legal		1,250		-	1,250		-	1,250		-	1,250		-
Management Company Fee				-			-			-			-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		1,250		-	1,250		-	1,250		-	1,250		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		28,750		-	28,750		-	28,750		-	28,750		-
TOTAL CONTRACTED SERVICES		-	70,674	-	-	70,674	-	-	70,674	-	-	70,674	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM													
Budget / Operating Plan													
2022-23													
Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	
	Prior Year Actual 2021-22 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		1,250		-	1,250		-	1,250		-	1,250		-
Classroom / Teaching Supplies & Materials		5,875		-	5,875		-	5,875		-	5,875		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		5,000		-	5,000		-	5,000		-	5,000		-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		1,375		-	1,375		-	1,375		-	1,375		-
Telephone		2,500		-	2,500		-	2,500		-	2,500		-
Technology		12,754		-	12,754		-	12,754		-	12,754		-
Student Testing & Assessment		313		-	313		-	313		-	313		-
Field Trips		875		-	875		-	875		-	875		-
Transportation (student)				-			-			-			-
Student Services - other		2,125		-	2,125		-	2,125		-	2,125		-
Office Expense		17,575		-	17,575		-	17,575		-	17,575		-
Staff Development		15,625		-	15,625		-	15,625		-	15,625		-
Staff Recruitment		1,000		-	1,000		-	1,000		-	1,000		-
Student Recruitment / Marketing		6,250		-	6,250		-	6,250		-	6,250		-
School Meals / Lunch		3,125		-	3,125		-	3,125		-	3,125		-
Travel (Staff)		625		-	625		-	625		-	625		-
Fundraising				-			-			-			-
Other				-			-			-			-
TOTAL SCHOOL OPERATIONS	-	76,266	-	-	76,266	-	-	76,266	-	-	76,266	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		17,500		-	17,500		-	17,500		-	17,500		-
Janitorial		3,750		-	3,750		-	3,750		-	3,750		-
Building and Land Rent / Lease / Facility Finance Interest		119,351.25		-	119,351.25		-	119,351.25		-	119,351.25		-
Repairs & Maintenance		1,750		-	1,750		-	1,750		-	1,750		-
Equipment / Furniture				-			-			-			-
Security		13,000		-	13,000		-	13,000		-	13,000		-
Utilities		19,500		-	19,500		-	19,500		-	19,500		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	174,851	-	-	174,851	-	-	174,851	-	-	174,851	-	-
DEPRECIATION & AMORTIZATION		22,125		-	22,125		-	22,125		-	22,125		-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	-
NET INCOME	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM													
Budget / Operating Plan													
2022-23													
	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	
Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	
	Prior Year Actual 2021-22 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	-	-
NYC CHANCELLOR'S OFFICE	-	190	-	-	190	-	-	190	-	-	190	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	190	-	-	190	-	-	190	-	-	190	-	-
REVENUE PER PUPIL	-	5,883	-	-	5,883	-	-	6,132	-	-	5,883	-	-
EXPENSES PER PUPIL	-	4,886	-	-	5,555	-	-	6,004	-	-	6,673	-	-

		SISULU-WALKER CHARTER SCHOOL OF HARLEM					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2022-23					
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		4,518,211	4,518,211	-	4,518,211	4,518,211	
Total Expenses		4,392,384	4,392,384	-	(4,392,384)	(4,392,384)	
Net Income		125,827	125,827	-	125,827	125,827	
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	-	-	-	-	-	
	Instructional Management	1.00	181,790	181,790	-	(181,790)	(181,790)
	Deans, Directors & Coordinators	2.00	164,604	164,604	-	(164,604)	(164,604)
	CFO / Director of Finance	-	-	-	-	-	-
	Operation / Business Manager	1.00	81,602	81,602	-	(81,602)	(81,602)
	Administrative Staff	3.00	151,922	151,922	-	(151,922)	(151,922)
	TOTAL ADMINISTRATIVE STAFF	7.00	579,918	579,918	-	(579,918)	(579,918)
INSTRUCTIONAL PERSONNEL COSTS							
	Teachers - Regular	13.00	959,892	959,892	-	(959,892)	(959,892)
	Teachers - SPED	2.00	149,300	149,300	-	(149,300)	(149,300)
	Substitute Teachers	-	-	-	-	-	-
	Teaching Assistants	2.00	76,088	76,088	-	(76,088)	(76,088)
	Specialty Teachers	1.00	10,200	10,200	-	(10,200)	(10,200)
	Aides	5.00	100,925	100,925	-	(100,925)	(100,925)
	Therapists & Counselors	1.00	71,737	71,737	-	(71,737)	(71,737)
	Other	-	300,000	300,000	-	(300,000)	(300,000)
	TOTAL INSTRUCTIONAL	24.00	1,668,142	1,668,142	-	(1,668,142)	(1,668,142)
NON-INSTRUCTIONAL PERSONNEL COSTS							
	Nurse	-	-	-	-	-	-
	Librarian	-	-	-	-	-	-
	Custodian	2.00	90,761	90,761	-	(90,761)	(90,761)
	Security	-	-	-	-	-	-
	Other	-	-	-	-	-	-
	TOTAL NON-INSTRUCTIONAL	2.00	90,761	90,761	-	(90,761)	(90,761)
	SUBTOTAL PERSONNEL SERVICE COSTS	33.00	2,338,821	2,338,821	-	(2,338,821)	(2,338,821)
PAYROLL TAXES AND BENEFITS							
	Payroll Taxes		210,500	210,500	-	(210,500)	(210,500)
	Fringe / Employee Benefits		391,900	391,900	-	(391,900)	(391,900)
	Retirement / Pension		75,500	75,500	-	(75,500)	(75,500)
	TOTAL PAYROLL TAXES AND BENEFITS		677,900	677,900	-	(677,900)	(677,900)
	TOTAL PERSONNEL SERVICE COSTS	33.00	3,016,721	3,016,721	-	(3,016,721)	(3,016,721)
CONTRACTED SERVICES							
	Accounting / Audit		157,694	157,694	-	(157,694)	(157,694)
	Legal		5,000	5,000	-	(5,000)	(5,000)
	Management Company Fee		-	-	-	-	-
	Nurse Services		-	-	-	-	-
	Food Service / School Lunch		-	-	-	-	-
	Payroll Services		5,000	5,000	-	(5,000)	(5,000)
	Special Ed Services		-	-	-	-	-
	Titlement Services (i.e. Title I)		-	-	-	-	-
	Other Purchased / Professional / Consulting		115,000	115,000	-	(115,000)	(115,000)
	TOTAL CONTRACTED SERVICES		282,694	282,694	-	(282,694)	(282,694)

SISULU-WALKER CHARTER SCHOOL OF HARLEM					
Budget / Operating Plan					
2022-23					
	4,518,211	4,518,211	-	4,518,211	4,518,211
Total Revenue	4,518,211	4,518,211	-	4,518,211	4,518,211
Total Expenses	4,392,384	4,392,384	-	(4,392,384)	(4,392,384)
Net Income	125,827	125,827	-	125,827	125,827
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	5,000	5,000	-	(5,000)	(5,000)
Classroom / Teaching Supplies & Materials	23,500	23,500	-	(23,500)	(23,500)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	20,000	20,000	-	(20,000)	(20,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	5,500	5,500	-	(5,500)	(5,500)
Telephone	10,000	10,000	-	(10,000)	(10,000)
Technology	51,014	51,014	-	(51,014)	(51,014)
Student Testing & Assessment	1,250	1,250	-	(1,250)	(1,250)
Field Trips	3,500	3,500	-	(3,500)	(3,500)
Transportation (student)	-	-	-	-	-
Student Services - other	8,500	8,500	-	(8,500)	(8,500)
Office Expense	70,300	70,300	-	(70,300)	(70,300)
Staff Development	62,500	62,500	-	(62,500)	(62,500)
Staff Recruitment	4,000	4,000	-	(4,000)	(4,000)
Student Recruitment / Marketing	25,000	25,000	-	(25,000)	(25,000)
School Meals / Lunch	12,500	12,500	-	(12,500)	(12,500)
Travel (Staff)	2,500	2,500	-	(2,500)	(2,500)
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	305,064	305,064	-	(305,064)	(305,064)
FACILITY OPERATION & MAINTENANCE					
Insurance	70,000	70,000	-	(70,000)	(70,000)
Janitorial	15,000	15,000	-	(15,000)	(15,000)
Building and Land Rent / Lease / Facility Finance Interest	477,405	477,405	-	(477,405)	(477,405)
Repairs & Maintenance	7,000	7,000	-	(7,000)	(7,000)
Equipment / Furniture	-	-	-	-	-
Security	52,000	52,000	-	(52,000)	(52,000)
Utilities	78,000	78,000	-	(78,000)	(78,000)
TOTAL FACILITY OPERATION & MAINTENANCE	699,405	699,405	-	(699,405)	(699,405)
DEPRECIATION & AMORTIZATION	88,500	88,500	-	(88,500)	(88,500)
COVID-19 / CONTINGENCY	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	4,392,384	4,392,384	-	(4,392,384)	(4,392,384)
NET INCOME	125,827	125,827	-	125,827	125,827

DESCRIPTION OF ASSUMPTIONS

SISULU-WALKER CHARTER SCHOOL OF HARLEM						
Budget / Operating Plan						
2022-23						
	4,518,211	4,518,211	-	4,518,211	4,518,211	
Total Revenue	4,518,211	4,518,211	-	4,518,211	4,518,211	
Total Expenses	4,392,384	4,392,384	-	(4,392,384)	(4,392,384)	
Net Income	125,827	125,827	-	125,827	125,827	
Actual Student Enrollment						
Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
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						

SISULU-WALKER CHARTER SCHOOL OF HARLEM														
Budget / Operating Plan														
2022-23														
	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	-	4,518,211
Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-	-	4,518,211
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-	-	4,392,384
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	-	125,827
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-	-	-
	Prior Year Actual 2021-22 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	Original Budget
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-	-	125,827
Beginning Cash Balance	-	-	-	-	189,379	-	-	251,729	-	-	275,980	-	-	-
ENDING CASH BALANCE	-	189,379	-	-	251,729	-	-	275,980	-	-	125,827	-	-	125,827

SISULU-WALKER CHARTER SCHOOL OF HARLEM					
Budget / Operating Plan					
2022-23					
	2022-23		2022-23		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Original Budget vs. PY	Revised Budget vs. PY	
Total Revenue	4,518,211	-	4,518,211	4,518,211	
Total Expenses	4,392,384	-	(4,392,384)	(4,392,384)	
Net Income	125,827	-	125,827	125,827	
Actual Student Enrollment					
	Total Year		VARIANCE		
	Revised Budget	Variance	Original Budget	Revised Budget	
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	125,827	-	125,827	125,827	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	125,827	-	125,827	125,827	

SISULU-WALKER CHARTER SCHOOL OF HARLEM
BALANCE SHEET
2022-23

	Prior Year	Q1	Q2	Q3	Q4
	2021-22	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>					
Right of Use Asset	-	-	-	-	-
Other	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Lease Liability	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
LEASE LIABILITY, less current portion	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-

*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

REVENUE	2022-23 Per Pupil Rate	2022-23											
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
NYC CHANCELLOR'S OFFICE	17,626		837,235	-		837,235	-		837,235	-		837,235	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-		-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626		837,235	-		837,235	-		837,235	-		837,235	-
Special Education Revenue			125,807	-		125,807	-		125,807	-		125,807	-
Grants													
Stimulus			-	-		-	-		-	-		-	-
DYCD (Department of Youth and Community Development)			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
NYC DoE Rental Assistance			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES			963,042	-		963,042	-		963,042	-		963,042	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			-	-		-	-		47,376	-		-	-
Title I			24,252	-		24,252	-		24,252	-		24,252	-
Title Funding - Other			127,680	-		127,680	-		127,680	-		127,680	-
School Food Service (Free Lunch)			-	-		-	-		-	-		-	-
Grants													
Charter School Program (CSP) Planning & Implementation			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES			151,933	-		151,933	-		199,309	-		151,933	-
LOCAL and OTHER REVENUE													
Contributions and Donations			-	-		-	-		-	-		-	-
Fundraising			-	-		-	-		-	-		-	-
Erate Reimbursement			2,000	-		2,000	-		2,000	-		2,000	-
Earnings on Investments			-	-		-	-		-	-		-	-
Interest Income			475	-		475	-		475	-		475	-
Food Service (Income from meals)			-	-		-	-		-	-		-	-
Text Book			-	-		-	-		-	-		-	-
OTHER			259	-		259	-		259	-		259	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			2,734	-		2,734	-		2,734	-		2,734	-
TOTAL REVENUE			1,117,709	-		1,117,709	-		1,165,085	-		1,117,709	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-

*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	Quarter 0 No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	48,943	-	-	41,952	-	-	48,943	-	-	41,952	-	-
Deans, Directors & Coordinators	-	44,316	-	-	37,986	-	-	44,316	-	-	37,986	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	21,970	-	-	18,831	-	-	21,970	-	-	18,831	-	-
Administrative Staff	-	40,902	-	-	35,059	-	-	40,902	-	-	35,059	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	156,132	-	-	133,827	-	-	156,132	-	-	133,827	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	110,757	-	-	221,514	-	-	258,432	-	-	369,189	-
Teachers - SPED	-	-	17,227	-	-	34,454	-	-	40,196	-	-	57,423	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	8,779	-	-	17,559	-	-	20,485	-	-	29,265	-
Specialty Teachers	-	-	1,177	-	-	2,354	-	-	2,746	-	-	3,923	-
Aides	-	-	27,172	-	-	23,290	-	-	27,172	-	-	23,290	-
Therapists & Counselors	-	-	8,277	-	-	16,555	-	-	19,314	-	-	27,591	-
Other	-	-	75,000	-	-	75,000	-	-	75,000	-	-	75,000	-
TOTAL INSTRUCTIONAL	-	-	-	248,389	-	-	390,725	-	-	443,346	-	-	585,682
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	24,436	-	-	20,945	-	-	24,436	-	-	20,945	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	24,436	-	-	20,945	-	-	24,436	-	-	20,945
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	428,957	-	-	545,497	-	-	623,913	-	-	740,454
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	38,607	-	-	49,096	-	-	56,154	-	-	66,643	-
Fringe / Employee Benefits	-	-	97,975	-	-	97,975	-	-	97,975	-	-	97,975	-
Retirement / Pension	-	-	18,875	-	-	18,875	-	-	18,875	-	-	18,875	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	155,457	-	-	165,946	-	-	173,004	-	-	183,493
TOTAL PERSONNEL SERVICE COSTS	-	-	-	584,414	-	-	711,443	-	-	796,917	-	-	923,946
CONTRACTED SERVICES													
Accounting / Audit	-	-	39,424	-	-	39,424	-	-	39,424	-	-	39,424	-
Legal	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	28,750	-	-	28,750	-	-	28,750	-	-	28,750	-
TOTAL CONTRACTED SERVICES	-	-	-	70,674	-	-	70,674	-	-	70,674	-	-	70,674

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-

*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
	SCHOOL OPERATIONS											
Board Expenses		1,250	-		1,250	-		1,250	-		1,250	-
Classroom / Teaching Supplies & Materials		5,875	-		5,875	-		5,875	-		5,875	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		5,000	-		5,000	-		5,000	-		5,000	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		1,375	-		1,375	-		1,375	-		1,375	-
Telephone		2,500	-		2,500	-		2,500	-		2,500	-
Technology		12,754	-		12,754	-		12,754	-		12,754	-
Student Testing & Assessment		313	-		313	-		313	-		313	-
Field Trips		875	-		875	-		875	-		875	-
Transportation (student)		-	-		-	-		-	-		-	-
Student Services - other		2,125	-		2,125	-		2,125	-		2,125	-
Office Expense		17,575	-		17,575	-		17,575	-		17,575	-
Staff Development		15,625	-		15,625	-		15,625	-		15,625	-
Staff Recruitment		1,000	-		1,000	-		1,000	-		1,000	-
Student Recruitment / Marketing		6,250	-		6,250	-		6,250	-		6,250	-
School Meals / Lunch		3,125	-		3,125	-		3,125	-		3,125	-
Travel (Staff)		625	-		625	-		625	-		625	-
Fundraising		-	-		-	-		-	-		-	-
Other		-	-		-	-		-	-		-	-
TOTAL SCHOOL OPERATIONS	-	76,266	-	-	76,266	-	-	76,266	-	-	76,266	-
FACILITY OPERATION & MAINTENANCE												
Insurance		17,500	-		17,500	-		17,500	-		17,500	-
Janitorial		3,750	-		3,750	-		3,750	-		3,750	-
Building and Land Rent / Lease / Facility Finance Interest		119,351	-		119,351	-		119,351	-		119,351	-
Repairs & Maintenance		1,750	-		1,750	-		1,750	-		1,750	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		13,000	-		13,000	-		13,000	-		13,000	-
Utilities		19,500	-		19,500	-		19,500	-		19,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	174,851	-	-	174,851	-	-	174,851	-	-	174,851	-
DEPRECIATION & AMORTIZATION		22,125	-		22,125	-		22,125	-		22,125	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-
NET INCOME	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
Budget / Operating Plan**

2022-23

Total Revenue	-	1,117,709	-	-	1,117,709	-	-	1,165,085	-	-	1,117,709	-
Total Expenses	-	928,330	-	-	1,055,359	-	-	1,140,833	-	-	1,267,862	-
Net Income	-	189,379	-	-	62,350	-	-	24,252	-	-	(150,153)	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-

*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

ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	190	-	-	190	-	-	190	-	-	190	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	<u>190</u>	-	-	<u>190</u>	-	-	<u>190</u>	-	-	<u>190</u>	-
REVENUE PER PUPIL	-	<u>5,883</u>	-	-	<u>5,883</u>	-	-	<u>6,132</u>	-	-	<u>5,883</u>	-
EXPENSES PER PUPIL	-	<u>4,886</u>	-	-	<u>5,555</u>	-	-	<u>6,004</u>	-	-	<u>6,673</u>	-

**SISULU-WALKER CHARTER SCHOOL OF HARLEM
Budget / Operating Plan**

2022-23

Total Revenue	-	-	-	4,518,211	(4,518,211)	-	-	4,518,211	(4,518,211)	-	-
Total Expenses	-	-	-	4,392,384	4,392,384	-	-	4,392,384	4,392,384	-	-
Net Income	-	-	-	125,827	(125,827)	-	-	125,827	(125,827)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS										
		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
	Actual										

REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
	2022-23 Per Pupil Rate										
NYC CHANCELLOR'S OFFICE	17,626	-	-	3,348,940	(3,348,940)	-	-	3,348,940	(3,348,940)	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	-	-	3,348,940	(3,348,940)	-	-	3,348,940	(3,348,940)	-	-
Special Education Revenue		-	-	503,229	(503,229)	-	-	503,229	(503,229)	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	3,852,169	(3,852,169)	-	-	3,852,169	(3,852,169)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	47,376	(47,376)	-	-	47,376	(47,376)	-	-
Title I		-	-	97,009	(97,009)	-	-	97,009	(97,009)	-	-
Title Funding - Other		-	-	510,721	(510,721)	-	-	510,721	(510,721)	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	655,106	(655,106)	-	-	655,106	(655,106)	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	8,000	(8,000)	-	-	8,000	(8,000)	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	1,900	(1,900)	-	-	1,900	(1,900)	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	1,036	(1,036)	-	-	1,036	(1,036)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	10,936	(10,936)	-	-	10,936	(10,936)	-	-
TOTAL REVENUE		-	-	4,518,211	(4,518,211)	-	-	4,518,211	(4,518,211)	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	4,518,211	(4,518,211)	-	-	4,518,211	(4,518,211)	-	-
Total Expenses	-	-	-	4,392,384	4,392,384	-	-	4,392,384	4,392,384	-	-
Net Income	-	-	-	125,827	(125,827)	-	-	125,827	(125,827)	-	-
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

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		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)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	181,790	181,790	-	-	181,790	181,790	-	-
Deans, Directors & Coordinators	-	-	-	164,604	164,604	-	-	164,604	164,604	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	81,602	81,602	-	-	81,602	81,602	-	-
Administrative Staff	-	-	-	151,922	151,922	-	-	151,922	151,922	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	579,918	579,918	-	-	579,918	579,918	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	959,892	959,892	-	-	959,892	959,892	-	-
Teachers - SPED	-	-	-	149,300	149,300	-	-	149,300	149,300	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	76,088	76,088	-	-	76,088	76,088	-	-
Specialty Teachers	-	-	-	10,200	10,200	-	-	10,200	10,200	-	-
Aides	-	-	-	100,925	100,925	-	-	100,925	100,925	-	-
Therapists & Counselors	-	-	-	71,737	71,737	-	-	71,737	71,737	-	-
Other	-	-	-	300,000	300,000	-	-	300,000	300,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	1,668,142	1,668,142	-	-	1,668,142	1,668,142	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	90,761	90,761	-	-	90,761	90,761	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	90,761	90,761	-	-	90,761	90,761	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	2,338,821	2,338,821	-	-	2,338,821	2,338,821	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	210,500	210,500	-	-	210,500	210,500	-	-
Fringe / Employee Benefits	-	-	-	391,900	391,900	-	-	391,900	391,900	-	-
Retirement / Pension	-	-	-	75,500	75,500	-	-	75,500	75,500	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	677,900	677,900	-	-	677,900	677,900	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	3,016,721	3,016,721	-	-	3,016,721	3,016,721	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	157,694	157,694	-	-	157,694	157,694	-	-
Legal	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	115,000	115,000	-	-	115,000	115,000	-	-
TOTAL CONTRACTED SERVICES	-	-	-	282,694	282,694	-	-	282,694	282,694	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM

Budget / Operating Plan

2022-23

Total Revenue	-	-	-	4,518,211	(4,518,211)	-	-	4,518,211	(4,518,211)	-	-
Total Expenses	-	-	-	4,392,384	4,392,384	-	-	4,392,384	4,392,384	-	-
Net Income	-	-	-	125,827	(125,827)	-	-	125,827	(125,827)	-	-
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	-	-	-	5,000	5,000	-	-	5,000	5,000	-	-
Classroom / Teaching Supplies & Materials	-	-	-	23,500	23,500	-	-	23,500	23,500	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	5,500	5,500	-	-	5,500	5,500	-	-
Telephone	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Technology	-	-	-	51,014	51,014	-	-	51,014	51,014	-	-
Student Testing & Assessment	-	-	-	1,250	1,250	-	-	1,250	1,250	-	-
Field Trips	-	-	-	3,500	3,500	-	-	3,500	3,500	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	8,500	8,500	-	-	8,500	8,500	-	-
Office Expense	-	-	-	70,300	70,300	-	-	70,300	70,300	-	-
Staff Development	-	-	-	62,500	62,500	-	-	62,500	62,500	-	-
Staff Recruitment	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-
Student Recruitment / Marketing	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
School Meals / Lunch	-	-	-	12,500	12,500	-	-	12,500	12,500	-	-
Travel (Staff)	-	-	-	2,500	2,500	-	-	2,500	2,500	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	305,064	305,064	-	-	305,064	305,064	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	70,000	70,000	-	-	70,000	70,000	-	-
Janitorial	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	477,405	477,405	-	-	477,405	477,405	-	-
Repairs & Maintenance	-	-	-	7,000	7,000	-	-	7,000	7,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	52,000	52,000	-	-	52,000	52,000	-	-
Utilities	-	-	-	78,000	78,000	-	-	78,000	78,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	699,405	699,405	-	-	699,405	699,405	-	-
DEPRECIATION & AMORTIZATION	-	-	-	88,500	88,500	-	-	88,500	88,500	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	4,392,384	4,392,384	-	-	4,392,384	4,392,384	-	-
NET INCOME	-	-	-	125,827	(125,827)	-	-	125,827	(125,827)	-	-

SISULU-WALKER CHARTER SCHOOL OF HARLEM Budget / Operating Plan											
2022-23											
Total Revenue	-	-	-	4,518,211	(4,518,211)	-	-	4,518,211	(4,518,211)	-	-
Total Expenses	-	-	-	4,392,384	4,392,384	-	-	4,392,384	4,392,384	-	-
Net Income	-	-	-	125,827	(125,827)	-	-	125,827	(125,827)	-	-
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	Current Budget (Current Quarter)			Actual vs. Current Budget		Actual vs. Current Budget - TY		Original Budget vs. Original Budget - TY		Actual vs. PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	
	Actual	Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Current Quarter)	Original Budget	Original Budget - TY	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	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	-	-	-	-	-	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-	-	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-	-	-	-	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
SISULU-WALKER CHARTER SCHOOL OF HARLEM
2022-23

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**

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

Trustee Name:

Joseph Drayton

Name of Charter School Education Corporation:

Sisulu Walker Charter School

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

Trustee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

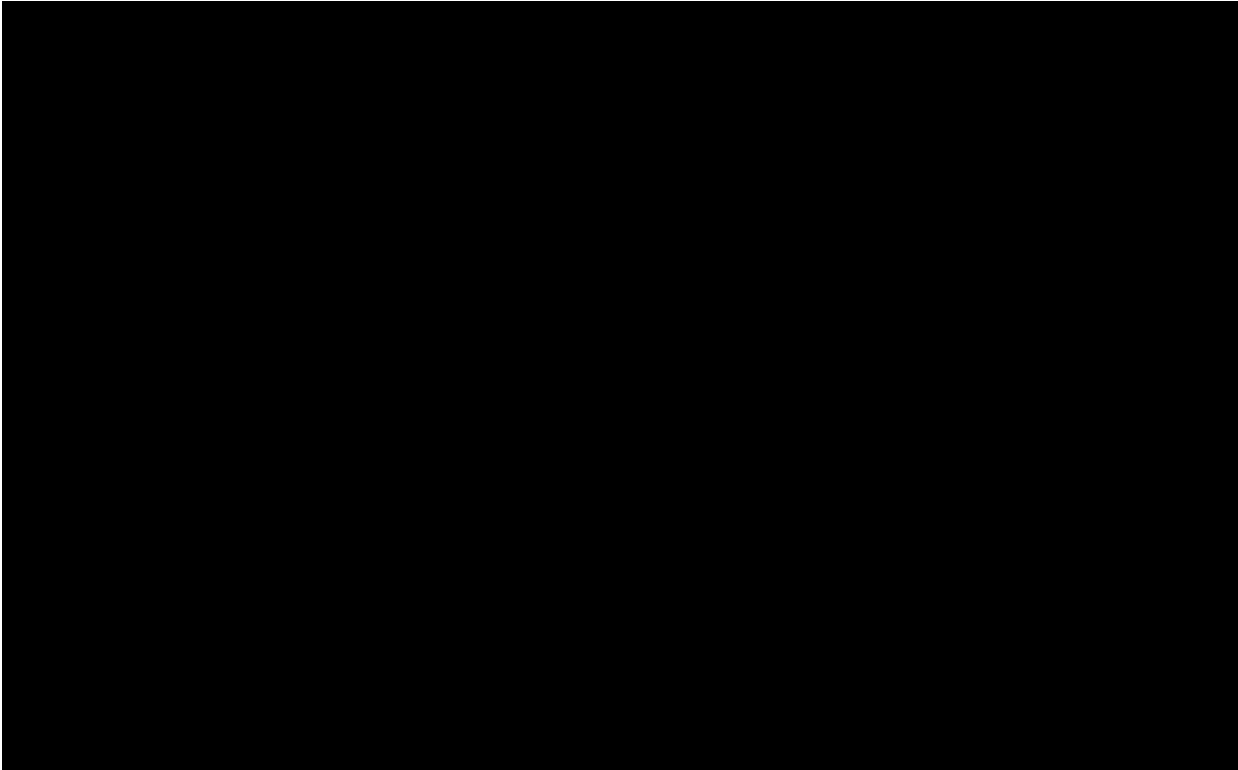
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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



Digitally signed by Joseph Drayton
Date: 2022.07.30 14:27:41 -04'00'

07/30/2022

Signature

Date

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

last revised 04/2022

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

Trustee Name:

Erika Ewing

Name of Charter School Education Corporation:

Sisulu Walker Charter School of Harlem

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

Academic and Development Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

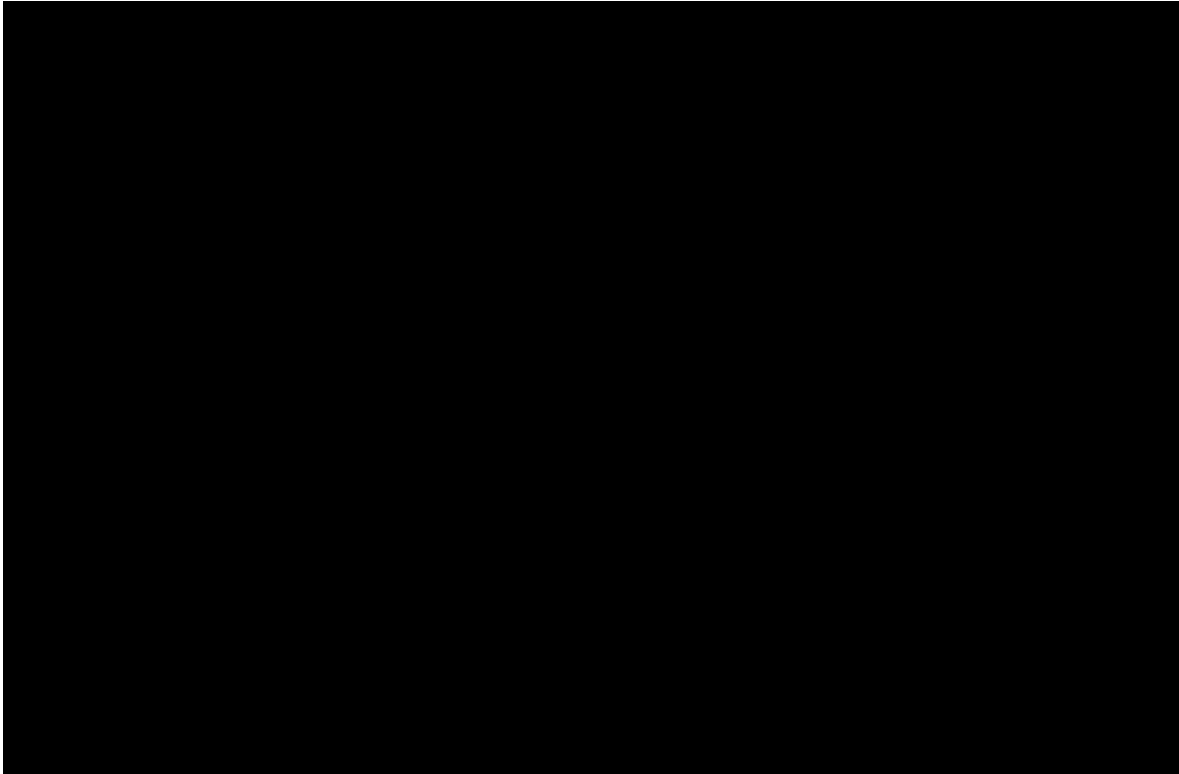
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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DocuSigned by:
Erika Ewing
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7/29/2022

Signature

Date

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last revised 04/2022

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

Trustee Name:

Martez Moore

Name of Charter School Education Corporation:

Sisulu Walker Charter School Harlem

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

Board Chair

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

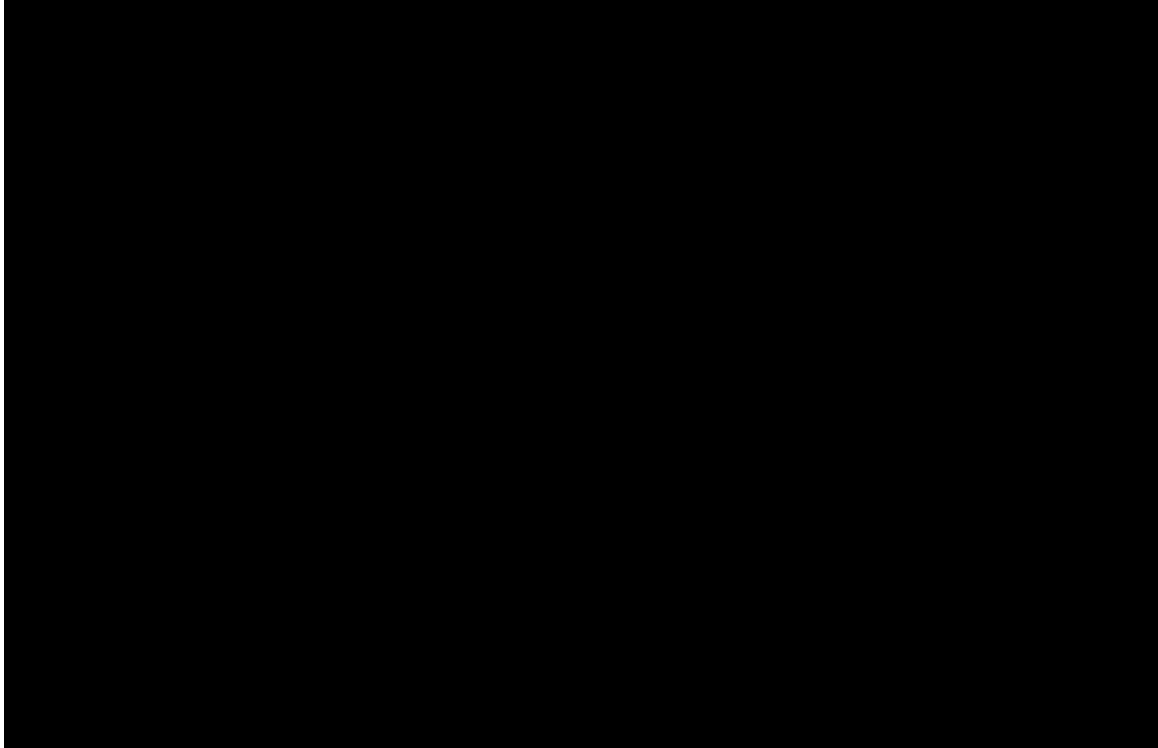
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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DocuSigned by:

Martez Moore

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7/29/2022

Signature

Date

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last revised 04/2022

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

Trustee Name:

Minnie Goka

Name of Charter School Education Corporation:

Sisulu Walker Charter School of Harlem

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

Vice Chair

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

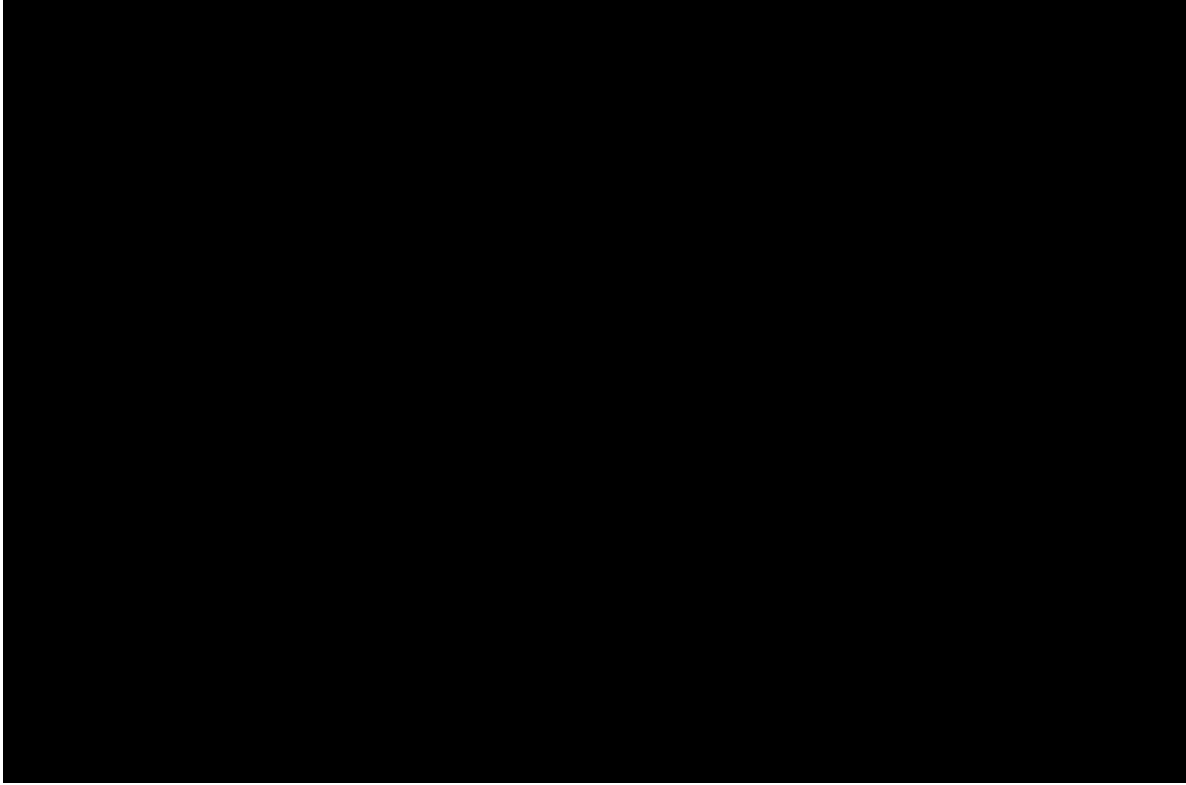
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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



DocuSigned by:

Minnie Goka

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7/29/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

Monique Ware

Name of Charter School Education Corporation:

Sisulu Walker Charter School of Harlem

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

Finance Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

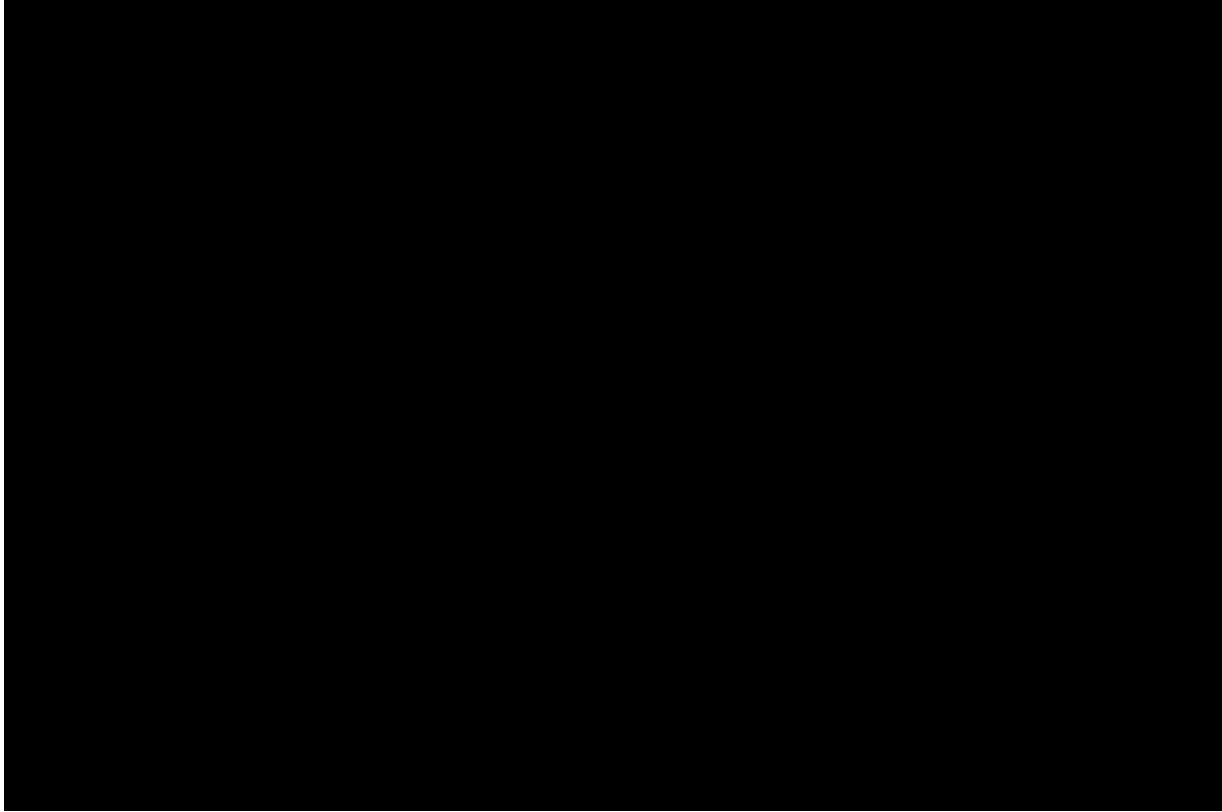
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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



Monique Ware

8/1/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Sisulu-Walker Charter School of Harlem
Board Meeting – September 30, 2021
September Meeting Minutes

MM called the meeting to order at 6:55 PM

Board Members:

Martez Moore (MM)
Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Monique Ware (MW)

Approval of Minutes

RH motioned to approve all minutes from previous Board Meetings; Motion seconded by MG; All in favor; Motion approved unanimously.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

We have added a Morning Meeting/Enrichment period to the academic day as a way to ease the transition back into full-time in-person school/instruction for our citizens while also fostering academic rigor. In addition, having this period provides a dedicated time for us to explicitly teach social and emotional learning competencies. The primary goal of Morning Meetings is to give citizens a safe environment that: provides a sense of trust, allows all citizens to feel important, encourages respectful learning, helps regulate emotions, boosts empathy and teamwork, separates home from school and prepares citizens for the day's events and supports all aspects of learning—academic, emotional, and social.

Questions:

MM asked MKH to share what percentage of teachers are vaccinated?

- MKH responded that 100% of our teachers and staff are vaccinated

Assessments

We will use the *i-Ready Assessment System* to collect individual citizen growth data in *English Language Arts* and *Mathematics* in addition to our interim assessments going forward. Citizens will take the computer-based assessment three times per year (the first round of tests were given this month).

Questions:

RH asked MKH what is your assessment of the kids not being in school for 18 months? What are your instincts telling you? Are you concerned?

MKH responded that there are instructional gaps that need to be closed. The gaps are larger in the younger grades, because it was harder to teach reading over Zoom as well as keep citizens engaged. In addition, those citizens were less independent and needed to rely on support from family members. Citizens in 3rd-5th grade were already reading, so the gaps are not as large. Based on our initial assessments, our citizens are doing better in reading than math. This is in line with national trends. I believe that we will be able to close gaps quicker in the upper grades, because lower grade citizens are missing important foundational skills related to reading, fine motor skills and numeration. However, we have two teachers in every classroom and an additional team member to provide additional support. I think that we can make up a lot of ground quickly, because children are sponges; especially little ones. Children are resilient and adapt well to change. Everyone is elated to be back, so we have not had any major issues with discipline. I am concerned only in the sense that we don't usually have to make up so much ground, but we are up for the challenge. Our citizens will make instructional gains.

Professional Development

Pre-Service was conducted from August 23rd- September 2nd. All sessions were conducted in-person via Zoom to adhere to social distancing guidelines (each class represents a cohort and they do not mix). Topics that were covered by the leadership team were as follows: SWCSH Culture 2.0: Adapting to In-Person School for All, Engagement Strategies, Alternative Modes of Practice and Accelerating Math Growth.

School Culture

We conducted onboarding of our families using social distancing protocols from August 31st- September 2nd. Sessions took place in classrooms, so families could see all the safety measures put in place for in-person learning for all and for teachers to review policies and procedures for in-person learning as well as provide expectations for remote work if the need arises.

Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are actively working on increasing our enrollment for this year and will continue to backfill seats until we have a minimum of 200 citizens (budgeted enrollment number). Students are enrolling slowly. We hope to gain interest in our school by putting a street team together to hand out fliers.

Technology

No report.

Staffing

Gladys Lamb has been hired as the Director of Operations as of July 19, 2021

Finance/Insurance

We began ordering materials (curriculum, instructional, operational etc.) for the 2021-22 academic year early (bulk ordering normally occurs at the beginning of the next fiscal year). This allowed us to reduce spending on materials next year as the budget will be impacted by reduced enrollment.

Academic Committee Report No report.

Finance Committee Report No report.

Real Estate Committee Report

Mr. Moore shared that he has been working with an architect on plans for the new school location on 116th street, between Fifth and Lenox in Harlem. More information will follow as it becomes available.

Parent Report No report.

New Business

- Renewal of Board Member Terms

Motion then proceeded to the election of Officers. Upon nominations duly made and seconded, the following were qualified and elected:

Martez Moore, Chairperson, Minnie Goka, Vice Chairperson, Rita Hanes, Board of Trustees. Erika Ewing, Board of Trustees,

Motion to adjourn meeting by MM; Motion seconded by JH; All in favor; Motion passed by unanimous vote. Meeting adjourned at 8:15pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – October 21, 2021
October Meeting Minutes

RH called the meeting to order at 7:00 PM

Board Members:

Martez Moore (MM)
Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)
Monique Ware (MW)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)

Approval of Minutes

MG motioned to approve all minutes from previous Board Meetings; Motion seconded by RH; minutes was not available, MG motioned to move on to Principal's report

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

The emphasis of instruction is shifting back to practices that were effective for in-person instruction such as maximizing our small teacher-citizen ratios by using "zones" to manage citizens, offer feedback and grade work during whole group instruction. This entails each teammate being assigned to a certain section of the class and the citizens within the section.

This allows each individual to focus on a smaller subset of citizens for redirections, support/feedback and grading instead of circulating throughout the entire class playing a game of whack-a-mole. It will also reduce the number of whole class redirections, because there will be natural proximity between citizens and the teacher in their zone.

Questions:

MW asked can you give an example?

• MKH

So, for example during Zoom it's very hard to have kids reading all at the same time echoing, getting them to unmute, so Teachers did a lot of one-to-one responses because it was easier versus when you're in person you can have all your kids responding at the same time.

Assessments

This month interim assessments were administered across all grade levels; a school-wide analysis of the results will be available during our next meeting. Teachers have already developed data action plans for each subject area and are currently developing re-teach materials.

As previously reported, we administer the i-Ready diagnostic exams in reading and mathematics to citizens in all grades in September. We also administered the Reading A-Z benchmark assessment to determine individual reading levels. Overall, the results are aligned to national trends in reading and math scores. Our reading results are stronger than our math results.

However, we have gaps to close in all areas. Below are on the following pages. Gaps in knowledge will be addressed in the following ways:

- Daily guided reading instruction in grades K-2 and daily textual analysis instruction in grades 3-5 (45 minutes).
- Daily asynchronous instruction during the intervention block (2:45pm-3:45pm each day) using i-Ready.

Professional Development

The focus for PD this month is the data analysis process. Teachers analyzed interim assessment data and created data plans for ELA and Mathematics. In addition, i-Ready consultants provided data analysis training to teachers specific to their assessment platform. Our half-day PD focused on creating re-teach materials for math groups.

Informal observations and coaching meetings take place weekly. The focus of coaching sessions is planning for instruction and providing feedback on lessons that were observed.

School Culture

This month's virtue is Nidhamu-Discipline. Citizens will spend the month learning the importance of self-discipline in school and life. Our school-wide definition is as follows: Self-discipline means to be in control of yourself. Another word for self-discipline is self-control. A person with self-discipline accepts responsibility for his/her actions. Self-discipline means you get things done and control yourself when things do not go your way. You take control of your life and do not put things off.

Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 169 citizens and have gained three in the last two weeks from 166. Mr. Hannon and Mr. Smith have been handing fliers out while canvassing the neighborhood. To meet our goal of 200 citizens, a Facebook page has been re-created and connected to our Instagram page. Recruitment ads are currently running at a budget of \$3.00 a day. I had a meeting yesterday with a student recruitment company. The campaign starts at 2,750 dollars. This is expensive. The company promised that they could help us reach our goal, however I am doubtful. I am looking into advertising space on local bus shelters and newsstands in NYC. I have reached out to an agent to see what the cost would be.

Technology

No report.

Staffing

GL has begun to screen resumes placed on indeed for free. Currently there is a need for one person. The expectation is to hire ASAP.

Finance/Insurance

GL investigated becoming a sustainability coach for the school. The program gives \$5,000 grants towards a school-based project; however, she found out that charter schools are not eligible. Currently looking into fundraising ideas.

Academic Committee Report

No report.

Finance Committee Report

No report.

Real Estate Committee Report

Waiting for results for the cost to partner with the owners of the lot on 116th Street.

Parent Report

No report.

New Business

Going to reach out to CSI to reduce enrollment cap from 240-200. Hoping to vote on this for our next meeting In November

Motion to adjourn meeting by MM; Motion seconded by JH; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:10 pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – December 15, 2021
December Meeting Minutes

MM called the meeting to order at 6:51 PM

Board Members:

Martez Moore (MM)
Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Monique Ware (MW)

Approval of Minutes

MM motioned to approve all minutes from previous Board Meetings; Motion seconded by MG; minutes were approved. MG motioned to move on to Principal's report

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

We are in the process of revising novel plans in grades 3-5 to ensure that the formatting and the level of rigor are consistent across that grade level ban (the leadership team is creating exemplars). In addition, we are working on streamlining school-wide writing criteria (on demand and process) for the 3-5 grade level ban in preparation for a K-5 writing initiative next year. In addition, we are revising unit plans and lesson plans to ensure that our priority areas are consistently addressed. Our priority areas are:

- Maximizing human resources to increase student achievement by using co-teaching models that reduce group sizes.
- Increasing engagement and achievement using 100% participation strategies.
- Utilizing alternative modes of practice (art, music, games etc.) to increase engagement and student achievement.

Assessments

This month interim assessments (ELA and Math) were administered across all grade levels; a school-wide analysis of the results will be available during our next meeting. Teachers have already developed data action plans for each subject area and are currently developing re-teach materials. We also administered the Reading A-Z benchmark assessment to determine individual reading levels.

Professional Development

The focus for PD this month is the data analysis process. Teachers analyzed interim assessment data and created data plans for ELA and Mathematics. Our half-day PD will focus on creating re-teach materials for math groups. In addition, materials were created and distributed to support writing development in grades 3-5 and follow up meetings occurred with each team on implementation and next steps related to our three priority areas for this academic year (referenced above).

The first round of formal observations will be completed by the end of this month. The process includes a pre-observation and post observation conference. Staff members with a basic rating will receive additional coaching and another formal observation in the winter. In addition, teachers that received a basic rating will be placed on a professional improvement plan.

School Culture

This month's virtue is Wema-Kindness. Citizens will spend the entire month learning the importance of being kind to others through their actions and words. Our school-wide definition is as follows: Kindness means that you are concerned about the well-being of others. It shows that you care about people. You can be kind to people, animals and the environment. Kindness means that you care for and have consideration for other people, animals and the earth. You care for all living things as you care for yourself.

Citizens were allowed to shop for free at the SWCSH School Store for the holidays and will receive a pizza party, art kit and book through our partnership with the Jack and Jill Foundation.

Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 168 citizens and have gained two this week from 166. We are still working towards our goal of 200 citizens, the Facebook page is growing. Recruitment ads are currently running at a budget of \$3.00 a day. So far, the ad on Facebook and Instagram has cost \$165.65 since I posted it. It has reached 16.2 k people; post engagements are up by 188% and our link was clicked 167 times. Advertising space on local bus shelters and newsstands in NYC would cost between \$5,000 and \$26,000. The timeframe for the ads is 5 weeks to 52 weeks. I have a mass mailing I am working on and will send out our post card and flyers to those families letting them know we have open enrollment. We have discussed changing our charter enrollment which requires a Board resolution, Board approval and some procedural work to be completed with the CSI. Resolution was emailed to the board for signature through DocuSign.

MG: If all goes well, will we be able to negotiate our number back after asking for a reduction?

MKH: We can fluctuate, so the way it works is that you can't be over 20% target enrollment or 20% under.

Technology

No report.

Staffing

GL is screening resumes. Current need for two afterschool aides. The expectation is to hire ASAP.

Finance/Insurance

GL attended the Charter School Finance Morning Coffee Discussion on December 7th. They spoke about grants and additional funding opportunities that are open for charter schools to apply. More information is going to be provided in January of which includes a list of community leader names that we are to reach out to via email regarding projects in the hopes of gaining funding

Academic Committee Report

No report.

Finance Committee Report

No report.

Real Estate Committee Report

MM: there is a real estate committee report that I'll share

Waiting for results for the cost to partner with the owners of the lot on 116th Street. Approximately 3 weeks ago there was a meeting with the same organization that I've discussed before. We met with the owners of the space as well as the architects to design and to take the specific needs that we would require to build our school. The landowners want a total of \$12m. This poses a challenge, but I do believe there's significant room to negotiate.

MM: We need to radically grow our student population and so I know that there's been some tailwinds last term and now post COVID around growing the school populations across all charter schools but aside from this. There's just simply been an issue that we've had for several years with increasing and attracting students, especially since we are explicitly reducing the size of our student population. I'd like to call for a motion to reduce our targeted school size from 240 to 200

Motion to adopt reduction of enrollment by MM; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

Parent Report

No report.

New Business

MG: Networking, I would like us to speak with Danielle Moss Lee, a founding board member, and get her to invite the chancellor to the school with MKH's help. I think we represent what a great school is. I believe the chancellor would agree if he came to Sisulu.

MM: MKH, what do you think?

MKH: I would be fine with him visiting.

RH: I think this is an amazing idea

MM: I would refer this to you and the academic committee to work on this and have a plan for this by early spring and to get on his calendar.

RH: Yes, by early second quarter

Motion to adjourn meeting by MM; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:05 pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – January 20, 2021
January Meeting Minutes

MG called the meeting to order at 6:52 PM.

Board Members:

Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)
Monique Ware (MW)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Martez Moore (MM)

Approval of Minutes

MG motioned to approve all minutes from previous Board Meetings; Motion seconded by RH; minutes were approved. MG motioned to move on to Principal's report.

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

In-person instruction resumed on Tuesday, January 18th. We were remote for two weeks in response to the surge in Omicron cases and an increase of staff members and citizens testing positive over Christmas Break. The pivot to remote instruction has been smooth due to the work that teachers did previously to digitize materials. Overall, remote attendance was very high as well as engagement levels. Winter attendance typically dips due to weather and illness, so it is in line with normal trends. Attendance may have been lower if we had in-person classes.

MH: Before I move on to assessments does anyone have any questions??

RH: Michelle are you concerned relative to Covid, about any kind of additional spread due to the high levels of contagiousness? How has this week been?

MH: Well, this week has been good. We had a few staff members out; however, it did not impact our ability to teach. I think that those two weeks of us being remote was a good call. I know I made the right decision.

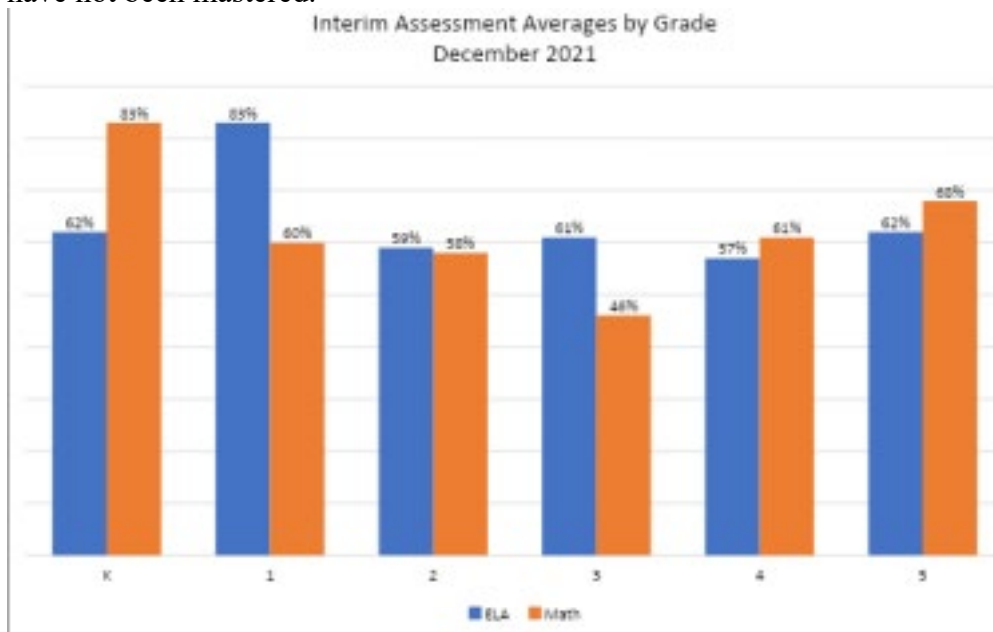
RH: Are you testing more?

MH: We are testing more. At first, we were testing at 10%; now we are testing at 20%. We have some parents who test all the time on their own and we have the rapid tests. The rapid tests are for us to distribute in case any students show up with any symptoms. However, we did not have those issues. Nobody had to go to the nurse this week; hopefully this is the last variation of the virus that will pop up.

RH: Okay, thanks Michelle

Assessments

Below are the results for the second interim assessment for *English Language Arts* and *Mathematics*. Our goal is a 75% class average on IA#3 across all grades. Each team created data action plans for each subject. We are in the process of re-teaching or teaching concepts that have not been mastered.



Professional Development

Professional development continues to focus on using data to drive instruction and the use of 100% participation strategies to improve learning. At any given time, we might be required to pivot to remote instruction for a subset of our population, which remains largely unvaccinated. Consequently, it is imperative that we continue to refine and use research-based instructional strategies to improve instructional outcomes. The pandemic continues to pose unprecedented challenges with learning. It is our goal to ensure that citizens learn and retain content. This

sometimes requires teachers to move at a slower pace. However, we would rather our citizens retain a smaller quantity of content at high levels of mastery than move through the curriculum at a normal pace and they retain very little or nothing at all.

School Culture

We launched our study of Huduma-Service this month. We define Huduma-Service as the act of helping or doing work for others. Service means giving someone a portion of your time, talents, or possessions without wanting anything in return. As part of our study, citizens will continue learning about the work of Walter Sisulu and Nelson Mandela and Wyatt T. Walker and Martin Luther King Jr. Our school-wide “Wyatt T. Walker Day of Service” was on January 19th.

MH: Does anybody have any questions about anything else?

MG: I have two quick questions. Is there any reason why a lot of our students are not vaccinated?

MH: They are not vaccinated because their parents are not vaccinated. If I am not vaccinated myself, I am not vaccinating my child.

RH: That is the same exact question I had. What percentage of the school would you say are vaccinated?

MH: I have a spreadsheet, so I can give you exact numbers. I would say 15% to 20% of our citizens are vaccinated. Most of them are not vaccinated.

MW: Michelle is that in line with the rest of the schools in NYC?

MH: Yes, that is in line with the rest of the schools; vaccination rates are very low in children. This is due to it being very rare in children as they have a higher rate in dying in a car accident than dying from Covid.

MG: Do we have a PO president in the school?

MH: Yes, we do; it's the same person. However due to Covid the PO has been less active due to restrictions to being in the building. I didn't want to create a situation with only vaccinated parents' verses those who are not. In addition, more people in the building creates a greater risk of exposure.

Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 167 citizens, as we lost a citizen since our last meeting. Ms. Haynes, Mr. Hannon, Ms. Wilson, and I met on last Wednesday to put together a recruitment plan of action. The plan entails having virtual open houses for interested families starting on Friday, February

4th to Friday April 1, 2022. Teachers will be invited on a rotated basis; session times will alternate between mornings (10am) and evenings (6:00pm) every other Friday. A designated Zoom link was created for these sessions of which will enable us to post via social media channels. Our virtual open house dates have been submitted to The Center for Charter Schools as they have a charter wide calendar that is shared to all interested families. To date we have 36 applications for the lottery via school mint, we plan to send a welcome message to those families with our Zoom link along with virtual open house information. Also included will be a message stating we currently have open enrollment for this school year. There is a designated admissions email where prospects can send any questions and email in their applications. Our paper application for this school year has been updated and submitted to Epicenter and once approved will be uploaded to the website. All documentation needed for the revision of our enrollment reduction to 200 citizens has been submitted. Ms. Gee, from CSI informed me that she had begun the process and will be in touch if anything further is needed. I have begun calling the local preschools in hopes that they will share with me any virtual open houses that they might be having so we can join and share with them information about our school. Ms. Haynes has also gathered some presentations and slides shows of which will be updated for the virtual sessions. Marketing angles: Your child is a name, not a number to us. Legacy families (students who attended now have their own children attending). Testimonials from former parents and students; I can share my own personal story. Our ability to pivot to remote instruction without losing any quality or instructional time (1:1 computer, internet access provided, digitized curriculum) and we are responsive to our community's needs.

Technology

No report.

Staffing

We have hired an administrative assistant. Her name is Priscilla Upshaw; she has joined our staff this past Tuesday and comes with a wealth of experience ranging from main office responsibilities to teaching in the classroom. She is currently going back to school to become a teacher as she would like to work in the classroom eventually full time. For now, Ms. Haynes, has placed her with the second grade as she is the replacement for Ms. Janelle, who left. She will also be working in the main office and supporting the front desk once she gets settled. She will serve in a dual role.

Finance/Insurance

During our last meeting I shared information pertaining to City Council and Borough President Discretionary Funding, we plan to apply. Deadline to submit Requests to Borough Presidents: Thursday, February 24, 2022, 5:00 p.m. Requests to City Council: Thursday, March 24, 2022, 5:00 p.m. Requests to Both*: Thursday, February 24, 2022, 5: 00 p.m. Ideas for the additional funding should support our after-school program or the summer program, these are just ideas for now and have not been decided. Request for both must be on the same subject. I have looked over the application and its about 19 pages. There is also a portal where the application can be submitted however after checking today, it's not open yet. Also, I am supposed to reach out to Ms. Crenshaw of the Charter Center letting her know that we plan to apply.

GL: Does anyone have any questions?

MH: Monique has left a message in the chat for you. Her question is: Can I look at your marketing plan for admissions, thanks?

MW: I love the messaging.

RH: I work for a media company. One of the things we could use for recruitment would be our Ad portal. We could develop an ad to advertise on television. I can get up to speed with what my company would need. Monique I would need your help. The ad does not cost a lot of money. The company is called Spectrum Reach; the product is the AD portal.

EW: What is the name of it?

RH: It's called Spectrum Reach and the AD portal. Between all of us and the messaging, I think we can get something together quickly.

EW: Ms. Gladys are the kids de-enrolling because of Covid, and would they stay if there was a remote/hybrid option?

GL: I think a lot of them are de-enrolling not just due to covid. A lot of families are moving out of New York City to down south, New Jersey and other places.

MH: I'll add to that, to your point just de-enrolling in general, everyone is under enrolled across the board. The charter schools have lost some kids. But the public schools have 250,000 students that are not showing up. If we had a hybrid option that would make a difference.

RH: Are there any zip codes for the catchment area?

MH: Yes, I have zip codes from a past mailing that was done for Vanguard. I can look for it. It's in my email somewhere.

EW: Ms. Gladys to your point about the testing? You're testing in the morning, but you're not getting the results until the afternoon. Are you concerned that a kid could be positive and not catch it until the next day?

GL: Yes, that is a concern.

EW: As a safeguard, can you have parents test anyway?

MH: Parents have volunteered for the testing; we cannot just give them the home test unless we suspect or confirm that a child is positive for Covid.

Academic Committee Report

No report.

Finance Committee Report

No report.

Real Estate Committee Report

No report.

Parent Report

No report.

New Business

Commercial with Spectrum Reach.

Motion to adjourn meeting by MG; Motion seconded by RH; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 7:54 pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – February 17, 2021
February Meeting Minutes

MM called the meeting to order at 6:49 PM

Board Members:

Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)
Martez Moore (MM)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Monique Ware (MW)

Approval of Minutes

MM motioned to approve all minutes from previous Board Meetings; Motion seconded by MG; minutes were approved. MM motioned to move on to Principal's report

Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

We started integrating additional opportunities for test preparation this month by increasing textual analysis sessions in the upper grades (across subject areas). Following the Mid-Winter Break, citizens will have four weeks to prepare for the English Language Arts exam and 8 weeks to prepare for the mathematics exams. We modified our interim assessments this year to be one day to ensure that we do not over-test our citizens (due to the introduction of the i-Ready assessment system this year). The state exams are administered over the course of two days and contain double the passages and/or questions. Consequently, we will give a mock ELA test the week that we return from the break on Tuesday, March 1st and Wednesday, March 2nd to our 3-5 graders. The purpose of the mock exam is to give citizens a general idea of the stamina that will be required when they take the NYS ELA on March 29th-30th. The exam will be reviewed as a class and not scored for a grade. The data from the exam will be employed to provide citizens with feedback on what they can do to improve their scores (i.e., annotating the text, using key details from the text etc.). Citizens will have an opportunity to rate responses and provide each other with feedback for growth. Subsequent Fridays will be used to provide citizens

with opportunities to write multiple responses to further prepare for day two of the exams (interim assessments are closely aligned to day one). Teachers are also preparing for the launch of new units of study across subject areas in various grades with an emphasis on using alternate modes of practice during content literacy instruction.

Assessments

Citizens took English Language Arts Interim Assessment #3 and Mathematics Interim Assessment #3 this month. Teachers scored exams and created data plans and re-teach materials. Scores will be available during the next meeting.

Professional Development

Our PD emphasis this month centered on gearing up for the state assessments. In addition, we continue to focus on using data to drive instruction in all grades and the use of 100% participation strategies to improve learning as well as integrating the arts into instruction to increase engagement levels.

School Culture

We launched our study of Kouraj- Courage this month. Many teachers have combined their African American History unit for the year with the study of this virtue. We define courage as being brave even when you are feeling afraid.

We recognized citizens that made progress on the I-Ready assessments (one subject or both) with a free trip to the school store and achievement metals.

Our fifth graders have launched a virtually budding reading initiative with our kindergarteners as an ongoing service project. It was originally designed to be a service-learning project for our Wyatt T. Walker Day of Service. However, due to its popularity with both the fifth graders and kindergarteners, it will be extended.

Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 168 citizens and have gained one since last week from 167. I have been in touch with the local daycares in hopes to boost our recruitment efforts. We have two that have agreed to collect paper applications for us, the others have wish to receive applications electronically. I plan to the collect them and then give the young ladies a Dunkin donut gift card

for their support as a thank you. Our Virtual Q & A for families has begun. Our sessions are on Fridays. To date we have 62 applications submitted via school mint and two applications delivered by hand. I have also increased our Facebook ad budget to \$15 dollars a day and changed our target area to also increase traffic to our website, so prospective families can apply. We are also going to add a google form type application that will make applying much easier and submit application to SchoolMint ourselves for the families.

Technology

No report.

Staffing

Currently we have no staffing needs.

Finance/Insurance

We are in the process of completing paperwork for the Charter School Remote Learning Subgrant. Paperwork for it should be finished tomorrow. The subgrant will reimburse our school for expenses required to meet the immediate educational needs of citizens impacted by the COVID-19 crisis, specifically for purchasing technology hardware, software, and licenses as well as staff training on effective implementation of remote learning.

Questions

MG: What is the percentage of students learning remotely? And what grade level?

MH: We are all in person, we had a short period of which we had extended our remote learning until the end of February. This is a very small amount of about five citizens' total. Everyone must return on February 28 no matter what.

MG: Do you know how many students are not vaccinated?

MH: Yes, we know the amount. Most of our citizens are not vaccinated. Its not mandatory.

MM: What are our positive Covid 19 statistics for our student population.

MH: We have zero from our in-school testing. In terms of out of school testing, less than ten. We have not had a problem.

Academic Committee Report

RH has an opportunity from her place of employment to advertise for Sisulu. They give a \$15,000 grant to schools. MH and RH have been working to complete the grant. The program will feature a marketing campaign to raise awareness about Sisulu and to expose the great things

that are occurring at the school. The program is called” Pay It Forward” under Spectrum. MH wrote some great content for the grant.

Finance & Real Estate Committee Report

MM presented the design and un-negotiated budget for the potential Real Estate building for Sisulu. The building will be an impressive structure befitting of the culture that is current and created for Sisulu.

Parent Report

No report.

New Business

Motion to adjourn meeting by MM; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 7:30 pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – May 19, 2021
March, April, May Meeting Minutes

MM called the meeting to order at 6:50 PM

Board Members:

Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)
Martez Moore (MM)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Monique Ware (MW)

Approval of Minutes

MM motioned to approve all minutes from previous Board Meetings; Motion seconded by RH; minutes were approved. MG seconded. MM motioned to move on to Principal's report

March Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

CSI Benchmarks 1A, 1C, 1F

As previously noted, citizens in grades 3-5 took a mock ELA exam this month. The purpose of the mock exam was to give citizens a general idea of the stamina that will be required when they take the NYS ELA on March 29th-30th. The exam was reviewed as a class and not scored for a grade. The data from the exam is being employed to provide citizens with feedback on what they can do to improve their scores (i.e. annotating the text, using key details from the text etc.). Citizens had the opportunity to rate responses and provide each other with feedback for growth. On Fridays, citizens write multiple responses to further prepare for day two of the exams (interim assessments are closely aligned to day one). Originally, we did not want to over test our citizens since the i-Ready assessment was introduced this year. Therefore, we reduced the number of days for interim assessments. After speaking with teachers, we have decided to realign our tests

to the state tests for the 2022-2023 academic year (i-Ready is not as cumbersome as we originally thought it was going to be) in order for our citizens to build stamina over time.

Assessments

CSI Benchmarks 1B

Citizens took ELA and Math IA# 3 last month. Below is the summary of the results for each grade. The final interim assessment for each subject will be administered in May.

Professional Development

The emphasis of PD this month has been on the data analysis process in preparation for the upcoming New York State exams in grades 3-5 and on closing instructional gaps identified on exams in grades K-2. Teachers will spend time analyzing F and P data during our half-day PD this month.

School Culture

We launched our study of Haki-Fairness this month. Teachers combine their African American History foci for the year with the study of Haki as well as opportunities to study women who made a cultural impact for Women's History Month. We define Haki-Fairness as treating people rightfully, without bias or partiality. It means actively working to set aside self-interest or group loyalty when passing judgment. In day-to-day life citizens learn that fairness is illustrated in simple ways such as taking turns, listening intently, sharing, and not taking advantage of others based on their weaknesses.

March Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 165 citizens and have lost 3 since last month. Open house Q& A for Families continued. Took out another ad about the upcoming lottery in April in the Harlem Patch. To make the process to apply to SWCSH we created a google form application and placed the link on our website so when parents click apply now the actual application opens right up and parents can apply from a laptop, phone, or tablet.

Technology

Our phone system and internet continue to go in and out. After further investigation it was suggested that we need to purchase new servers. I have reached out to CDW & Staples for

quotes. Quotes came back and Both Matt and Neal decided that staples had the best servers and price.

Staffing

Currently we have no staffing needs.

Finance

I applied for the ARP part II grant. The grant is provided to support the purchase of school supplies, backpacks and uniforms for our citizens that currently live in a shelter or doubled up. Grant is in the amount of \$6,024.00

April Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

CSI Benchmarks 1A, 1C, 1F

As the end of the year approaches, we are continuing to integrate alternate modes of practice (i.e. multi-media, music/movement, art and games) into the instructional program with the aim to keep engagement high and close instructional gaps. We have an emphasis on incorporating games this month, because playing games in classrooms improves motivation and engagement as well as fosters a positive classroom climate and culture. It is our goal to have citizens become more motivated to learn, pay attention and participate in set tasks through the use of high interest teacher generated games. Furthermore, we hope that games will help citizens to become a part of a team as well as take responsibility for their own learning, which improves classroom climate and culture.

Assessments

CSI Benchmarks 1B

SWCSH administered the NYS ELA test on March 29th and 30th. SWCSH plans to administer the NYS Math test from April 26th-27th. We had 20 citizens across grades 3-5 opt out of the exams this year. Most of the citizens were in 4th grade. We think this might be attributed to citizens not taking the exam the previous year since a large portion of that population was fully remote.

Professional Development

CSI Benchmarks 1C, 1D, IE

We are beginning the curriculum inventory process and starting to make updates to unit plans in preparation for the 2022-23 school year. Teachers are meeting in grade level bans (K-2 and 3-5) to discuss best practices related to alternative modes of practice and to brainstorm ideas for fun end of year activities.

School Culture

CSI Benchmark 2C

We launched our study of Optimis-Optimism this month. This virtue is studied during the month of April, because it can be a time filled with anxiety for citizens in the testing grades. We want our citizens to learn that your attitude can impact how successful you are at completing a task. In addition, the pandemic has been particularly challenging for us all. As a result, we want to ensure that spirits remain high, and our citizens continue to have a growth mindset.

Report card conferences are scheduled for the end of the month. Conferences will be held virtually April 4th-8th. Turnout was high because conferences took place throughout the week.

Partnerships

SWCSH 5th grade citizens participated in the creation of The Standby Me Community Quilt through our partnership with the Sweet Readers program. Citizens from schools across the city participated in the project, which required them to work in teams to illustrate what grounds them. SWCSH was the last stop on the quilt's journey. The quilt will be displayed in Central Park in Naumburg Bandshell as part of a larger community event on May 3rd that will connect 4 generations through music, art and poetry as well as provide seniors with important tools and resources for living with dementia. We were recently approved for a play street as part of NYC's Open Street Initiative. Teachers will be encouraged to take their citizens outdoors to academic activities that incorporate movement.

April Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Recruitment

We are currently at 165 citizens stable since last month. Our last Q & A session for families was March 25, right before the April 1, 2022, deadline to apply to our school through lottery. Lottery happened on April 6, 2022, we had 119 apply that made the April 1st deadline and 13 applied

after the deadline. Parents were notified by postcards, phone calls and emails. The result of the lottery is posted on our website. Results was also requested and uploaded to Epicenter

Facilities

Our application for open streets completed by Ms. Haynes and I was approved. This will enable the citizens to have gym/recess utilizing the street directly where Sisulu is located. Citizens will alternate between using Kings playground (when its safe) and the playstreet.

Finance

Sisulu Walker Charter school is participating in NYC Rise, Save for College program, this program gives kindergarten students \$100 dollars. The money is placed in a scholarship account where parents can earn up to \$200 dollars more by completing incentives given by the Rise Program. Parents can also contribute to their child's account.

May Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

CSI Benchmarks 1A, 1C, 1F

This month teachers began the process of updating unit plans for the 2022-23 academic year and updating curriculum resources. We will continue to use the digital resources that we created. However, we will continue to build in opportunities for citizens to interact with each other and with the material using a combination of digital and paper resources. In addition, units will reflect our focus on the following areas: alternative modes of practice, integrating the arts, process writing and increasing active engagement with rigorous project-based learning assignments.

Assessments

CSI Benchmarks 1B

The final round of i-Ready assessments for reading and mathematics were administered. At the end of the month, we will administer the final round of interim assessments for ELA and math.

Professional Development

CSI Benchmarks 1C, 1D, IE

PD included curriculum reflections and updating curriculum maps to reflect the priority areas outlined above. The Dean of Academics and Principal continue to provide individualized coaching in addition to creating exemplars for teachers. The 2022-23 Pre-Service Calendar has been created and a draft of our monthly professional development priorities has also been generated.

School Culture

CSI Benchmark 2C

We launched our study of Heshima-Honor this month. Citizens are learning how all other previous virtues that we studied correlate to living with honor. Classes also revisited the work of Walter Sisulu and Wyatt T. Walker to launch the study and analyzed how they exhibited honor. Teacher/Staff Appreciation Week was celebrated during the week of May 9th this year, because we were on spring break. We treated the staff to breakfast on the first day and lunch for the remainder of the week as a small token of our appreciation for all their hard work and dedication.

Upcoming Events

- Field Day will be held on Friday, June 10, 2022, from 9am-2pm at Milbank.
- The 5th Grade Graduation will be held on Wednesday, June 22, 2022, at 10am. The ceremony will take place at Milbank.
- The Kindergarten Graduation will be held on Friday, June 24, 2022, at 10am. The ceremony will take place in Embassy Hall.

May Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

We are currently at 165 citizens attending Sisulu. The enrollment revision I applied for with SUNY was approved on March 21, 2022. We have started to register our new citizens from the lottery. To date we had a total of 147 applicants. A new ad was placed in the Harlem Patch that will run for three months. Cost per month is \$1683.00, target areas is Harlem, the Bronx and ELL population. Ad will be in both English and Spanish. I also created a new ad on Facebook/Instagram using the script from the commercial that is scheduled to run on spectrum. I have placed the goggle do application on the Facebook link and the Harlem patch link to make applying very easy. I also have created a new partnership with Taft Early Childhood Center, they are located on Madison Avenue between 112 & 115th street, under Taft Projects.

Facilities Kitchen/Elevator

The elevator passed the routine inspection this month with no deficiencies. The kitchen is also receiving an inspection this month, as we would like to return to cooking in our kitchen for both breakfast and lunch for our citizens. Mr. Thomas has informed me that both the stove and the refrigerator are in working order. I have reached out to our school food service provider to get the ball rolling on this before September.

Finance

ARP-Homeless Children and Youth (HCY) Part II that I applied for back in March was approved. Which means we will be receiving that additional funding which is a good thing.

Questions

MG: Could you explain the grant concerning the homeless students? Would that grant be used for all our students and not just the homeless ones? Can the grant be used across the board to purchase materials for all students?

GL: No, the funds must be used for those students.

Academic Committee Report

RH: Spectrum reach has a program called pay it forward. It's a program geared to help multicultural organizations with a grant to use for marketing. A commercial was created to market Sisulu that will air on all the major cable networks for six weeks.

Finance & Real Estate Committee Report

The budget for next school year (2022-2023) is complete, everyone will review it and a motion will be made to approve the budget at our next meeting when we have a quorum. Analysis was done concerning funding sources surrounding the purchase of a building. Investors are reluctant to provide the funds due to the downward trend regarding enrollment. For this reason, we need to grow enrollment as feedback was given that we would not be able to handle the shift. So instead of owning the land, they would build and then we could lease long term. Canaan Baptist Church is working on a new lease. We have been renting month to month. New leasing terms will be provided at our next meeting.

Parent Report

No report.

New Business

Motion to adjourn meeting by MM; Motion seconded by MG; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:30 pm.

Sisulu-Walker Charter School of Harlem
Board Meeting – June 16, 2021
June Meeting Minutes

MM called the meeting to order at 7:51 PM

Board Members:

Minnie Goka (MG)
Erika Ewing (EE)
Rita Hanes (RH)
Martez Moore (MM)

Non-Board Members in Attendance:

Michelle K. Haynes (MKH)
Gladys Lamb (GL)

Absent Board Members:

Joe Drayton (JD)
Monique Ware (MW)

Approval of Minutes

MM motioned to approve minutes from May's Board Meetings; Motion seconded by RH; minutes were approved. MG seconded. MM motioned to move on to Principal's report

June Principal's Report given by Michelle K. Haynes

MKH presented the Board with the Principal's Report. *See attached.*

Curriculum and Instruction

CSI Benchmarks 1A, 1C, 1F

This month teachers continued the process of updating unit plans for the 2022-23 academic year and updating curriculum resources in preparation for the fall. Updated unit plans reflect our focus on the following areas: alternative modes of practice, integrating the arts, process writing and increasing active engagement with rigorous project-based learning assignments.

Assessments

CSI Benchmarks 1B

The NYS Science exam was administered on Wednesday, June 1st (performance) and Wednesday, June 8th (written). The final round of Reading A-Z/DiBELS assessments was administered this month. During the 2022-23 school year, we will continue to administer the i-Ready diagnostic exam to citizens three times per year as well as the Reading A-Z/DIBELS assessments. As previously noted, we will revert back to administering interim assessments that mimic the state exams in grades 3-5 as well as administering 2-day assessments in grades K-2.

Professional Development

CSI Benchmarks 1C, 1D, IE

The focus of PD continues to be updating curriculum maps in addition to updating lesson plans for the fall. The goal is to integrate our priority areas into unit plans.

School Culture

CSI Benchmark 2C

We launched our study of Prestasi- Achievement this month. Our school wide definition is as follows: Prestasi- Achievement means getting things done successfully, typically by effort, courage, or skill. It is the act of accomplishing something by being persistent and having self-discipline. Field Day was held on Friday, June 10, 2022, at Randall's Island. Citizens rotated to a variety of fun stations and had a snack break. Upon returning to the school, citizens ate a catered lunch.

Upcoming Events

- 5th Grade Graduation on Wednesday, June 22nd at Milbank.
- Kindergarten Stepping Up Ceremony on Friday, June 24th in Embassy Hall.

June Operations Report given by Gladys Lamb

GL presented the board with the Operation's Report. *See attached.*

Student Recruitment

We are currently at 165 citizens; this number has been steady over the last several months. An ongoing ad is running on Facebook and in the Harlem Patch. I have recently visited the Taft Day Care Center and met with their Family Advocate Ms. Roman to drop off some fliers and applications. I plan to set up a table at the Kingdome during the summer to speak with people in the community and share information about the school in hopes to fill our open seats. Total need across all grades are 48 citizens who would meet a total enrollment goal of 207. The local daycares and preschools were called today, tomorrow I will visit them to drop off some more fliers and applications.

Questions:

RH, Ms. Lamb how has the ad/commercial been doing? Have you had calls from that?

GL, I heard that some people saw the ad, however it has not brought in an influx of students like I thought it would.

RH, Do you remember how long the ad/commercial will run?

GL, Fifteen weeks

RH, sounds good, keep me posted.

Facilities

Since our last meeting I have been in touch with three different brokers to find a possible space to house Sisulu Walker. I made a visit to one of the spaces along with Ms. Haynes and Ms. Erica. I have also reached out to the Archdiocese' realtor to inquire about possible space in both district 3 and 5. Mr. Angelo Salvatore informed me that he has none at the moment that would fit our needs.

Covid Testing/Vaccination

This week 13 students were tested, all were negative.

Academic Committee Report

EE: In the last couple of weeks, we had some parent run ins, one of the parents wanted to speak with a board member, I made myself available, however the parent then declined to speak with me.

Finance & Real Estate Committee Report

MM: no finance report except that the last mins were approved. EE: A real estate tour took place at 2108-2118 Adam Clayton Powell JR. Blvd. Location is across the street from the State Office Building, after checking with the Muslim school across the street, they confirm that its not much

traffic in the mornings. The space has exposed brick and I really like the place. We would have enough space to make three classrooms on one side and three on the other side with a common space in the middle. We can create the space how we want to do it. Its in the old space where the bowling alley was. The French American Charter school is also in the same building; however, their space was created on the small side. Cost is \$48 dollars a SF, with room for negotiations.

Questions:

MG: Did you say the French school is already at this location?

EE: No, the French school will move there in September

MG: Is there two entrances and exits at that building?

MH: French is already there; however, they have the other entrance.

MM: Can't share the same exit and entrance with French? MH: We could ask.

MM: What's next after this visit? MH: after the test fit, we start negotiating.

Parent Report

No report

New Business

PTO Rollover

Term End, Monique Ware

Motion to approve the mins from last board meeting, by MM; seconded by RH, Motion to adopt of committee reports into the record, by MM seconded by EE.

Motion to reinstate Monique Ware's seat back to the board, by MM; seconded by MG, all in favor; Monique Ware was reinstated by unanimous vote.

Motion to adjourn meeting by MM; Motion seconded by EE; All in favor; Motion passed by unanimous vote.

Meeting adjourned at 8:35 pm.



Div: 3 Bn: 12 Unit: E 58 Date: 5/17/21

FDNY SCHOOL INSPECTION FORM

IF-3 (12/16)

If building/occupancy contains a Standpipe or a Sprinkler System, use the IF-6 (Fire Protection Systems -Supplement Sheet) and attach it to the inspection form.

After completion, forward a duplicate copy of this form to Fire Prevention; intermediate endorsements are not required.

The information below is needed for the school desk.

BIN: 1074346 Date of last inspection: 5/17/21

Name of School: Sisulu-Walker Charter School of Harlem

Address: 125 W. 115th Street, NY NY

Borough: Manhattan Zip Code: 10026

Person in Charge: Michelle K. Maynes Owner: _____

of Pupils: 194 Age Group: 5yrs - 11yrs # of Classrooms: 9

Floors occupied by Classrooms: 4 # of Stories: _____

Date occupied as School: _____

Day Care services: Yes No if yes, # of children: N/A

of children ages two to six: 52 # of infants under 2: N/A

Day Care centers should have a valid license from the NYC Department of Health: Yes No if no, forward an A-8 to Fire Prevention.

Interior Fire Alarm: Yes No if yes, name on C of F: Thomas B. Simon

Expiration date on C of F for IFA: 6/26/23 C of F #: 89220149

Note: C of F holder could be a private contractor.

Location of non-ambulatory holding rooms: N/A

Is the school or any areas in the school used for any purpose other than educational? N/A

Fire Drills

See Chapter 3, Fire Code Guide Appendix A -Emergency Planning and Preparedness, for drill requirements depending on the type of school. **Note: 2008 colleges/universities are listed under the business occupancy classification.**

Compliant N/A Non-Compliant

Action: Refer to SFO (EPP-4)

Certificate of Occupancy:

C of O #: _____

Compliant N/A Non-Compliant

Action: Refer to SFO (M-7)

Is the C of O in compliance with the use of the building? _____

Compliant N/A Non-Compliant

(Type of Use)

Action: Forward A-8 to D.O.B.

Roof:

Bulkhead door unlocked. **Note: Door should be provided with slide bolt, hook and eye, or panic bar. Door can not be locked with a key; if found locked ensure door is unlocked immediately.**

Compliant N/A Non-Compliant

Action: Serve an Immediate Summons (FC 1027.2.)

Note: See EXITS in the educational guide page 11 on wire mesh gates, if found located before the bulkhead.

It shall be unlawful to store rubbish or other combustible waste in a manner that creates a fire hazard.

Compliant N/A Non-Compliant

Action: Refer to SFO (HK-1)

All fire escapes shall be maintained in good order or repair and structurally safe.

Compliant N/A Non-Compliant

Action: Forward A-8 to D.O.B.

Exit Requirements:

Every exit shall be maintained in an unobstructed condition.

Compliant N/A Non-Compliant

Action: Refer to SFO (EG-1)

Note: If exits are found locked while a school is occupied serve an Immediate Summons to the Principal or Custodian. (FC 1027.2)

Door hardware and other devices of the means of egress shall be maintained in good working order at all times.

Compliant N/A Non-Compliant

Action: Refer to SFO (EG-4)

Exit signs should be provided at the means of egress.

Compliant N/A Non-Compliant

Action: Refer to SFO (EG-12)

Fire doors and smoke barrier doors shall not be blocked or obstructed or otherwise made inoperable, if present.

Compliant N/A Non-Compliant

Action: Refer to SFO (GP-4)

Housekeeping:

Combustible material shall not be stored in a manner that obstructs egress from any building, structure or premises.

Compliant N/A Non-Compliant

Action: Refer to SFO (EG-1)

It shall be unlawful to store rubbish or other combustible waste in a manner that creates a fire hazard.

Compliant N/A Non-Compliant

Action: Refer to SFO (HK-1)

Extinguishers:

If portable fire extinguishers are provided they should be serviced annually and have a current service tag attached.

Compliant N/A Non-Compliant

Action: Refer to SFO (FE-11)

Boiler Rooms:

Note: Boiler rooms are not always required refer to Chapter in order to determine when boiler room is required.

Boiler rooms are required to have a fireproof self-closing door.

Compliant N/A Non-Compliant

Action: Refer to SFO (GP-8)

Boiler rooms are required to be segregated, vertically and horizontally, from surrounding spaces by a fire-resistive rating and maintained in good order.

Compliant N/A Non-Compliant

Action: Refer to SFO (GP-9)

Combustible material shall not be stored in boiler rooms.

Compliant N/A Non-Compliant

Action: Refer to SFO (HK-5)

Extinguisher should be provided outside heating room, (2-A: 40-B:C) dry chemical extinguisher shall be ordered. (Pails of sand are not acceptable)

Compliant N/A Non-Compliant

Action: Refer to SFO (FE-1)

Potential CIDS:

HVAC Unit (NO Boilers)

Additional Violations:			
Please list the violation type, location, and enforcement action on any items found in violation and not preprinted on this form.			
Remarks:			
If enforcement action is not taken on any item not compliant with the provisions on this form please indicate the special circumstances and/or reasons which prevented the appropriate action.			
Endorsements:			
I certify that the above information is true and accurate to the best of my knowledge and ability.			
Inspected School <input checked="" type="checkbox"/> Inspected Day Care/ UPK <input type="checkbox"/> Inspected College/University <input type="checkbox"/>			
Was a Fire Protection Supplement Sheet prepared? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No; if yes what type of Fire Protection System(s) does the building/occupancy have? _____			
MICHAEL MAGERLE		LT	E58
Inspector/Officer's Name (print) ↑		Rank	Unit
			5/17/21
			Date
		Total Violations: 0	
		FDNY Summons: 0 VO: 0	
Inspector/Officer's Signature ↑		Criminal Court Summons: 0	

Note: If enforcement action is taken please include the FDNY Summons, VO, or summons issued/served.

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

Trustee Name:

Rita Hanes

Name of Charter School Education Corporation:

Sisulu Walker Charter School of Harlem

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

Academic and Development Committee

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

Yes No

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

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

None

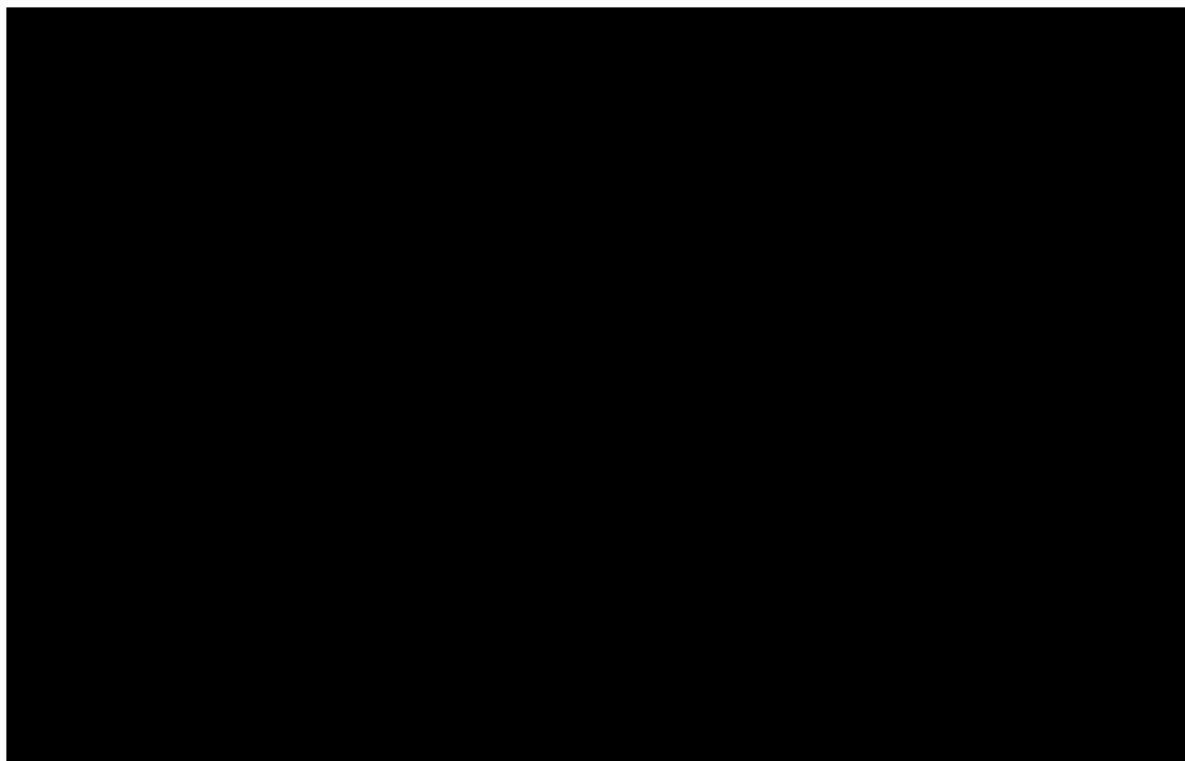
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

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



Handwritten signature in blue ink.

7/31/2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022



Organizational Chart

Students, Parents, Stakeholders

Board of Trustees

Principal
Michelle K Haynes

Director of Operations
Gladys Lamb

Instructional Team

Student Support Services

Operations Associate
Tamika Devoe

Classroom Teacher

Title I Teacher

Special Education Coordinator

Guidance Coordinator

Nurse

* DOE Employee

Maintenance Supervisor

Teacher Assistant

Academic Intervention Teacher

ELL Services

Custodian

Food Service

Administrative Staff

School Aide

*Office of School Foods

Sisulu-Walker Charter School of Harlem

2021 - 2022 School Calendar

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

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

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

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

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

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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

June '22						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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

	PD Days- No School for Students
	Holiday/Vacation Day- No School for Students or Staff
	Half Day
	Marking Period Beginning/End
	Assessment Days (Including Interim and NYS)
	Board Meeting Days
	Parent Organization Meeting Days

Key Dates and Events

Month	Date (s)	Event
August	23	All Staff Report to Work
September	7	First Day of School
	13-23	Reading A-Z/DIBELS Testing
	13-30	I-Ready Testing Window
	14	Parent Organization Meeting
	16	Board of Trustees Meeting
	17	Half-Day/12pm Dismissal
October	5	English Language Arts IA #1
	6	Mathematics IA #1
	11	Indigenous People's Day/ No School
	15	Half Day/12pm Dismissal
	19	Parent Organization Meeting
	21	Board of Trustees Meeting
	22	Progress Reports Distributed
November	8	Second Quarter Begins
	8-12	Virtual Report Card Conferences
	16	Parent Organization Meeting
	17	Board of Trustees Meeting
	19	Half-Day 12pm Dismissal
	24-26	Thanksgiving Break
December	1-15	Reading A-Z/DIBELS Testing
	7	English Language Arts IA #2
	8	Mathematics IA #2
	14	Parent Organization Meeting
	16	Board of Trustees Meeting
	17	Progress Reports Distributed
	17	Half-Day 12pm Dismissal
	20-31	Christmas Break
January	10-28	I-Ready Testing Window
	17	Martin Luther King Jr. Day/ No School
	18	Parent Organization Meeting
	19	Wyatt T. Walker Day of Service
	20	Board of Trustees Meeting
	21	Half-Day/ 12pm Dismissal
	24	Third Quarter Begins
	24-28	Virtual Report Card Conferences
February	1	English Language Arts IA # 3
	2	Mathematics IA #3
	15	Parent Organization Meeting
	16	Board of Trustees Meeting
	18	Half-Day/12pm Dismissal
	21-25	Mid-Winter Break
March	1-11	Reading A-Z/DIBELS Testing
	15	Parent Organization Meeting
	17	Board of Trustees Meeting
	18	Progress Reports Distributed
	18	Half-Day/ 12pm Dismissal
	29-30	NYS English Language Arts Test
	4	Fourth Quarter Begins
April	4-8	Report Card Conferences
	15	Remote Half-Day/ 12pm Dismissal
	19	Parent Organization Meeting
	22	Board of Trustees Meeting
	26-27	NYS Mathematics Test
May	2-6	Spring Break
	9-19	I-Ready Testing Window
	24	English Language Arts IA # 4
	25	Mathematics IA #4
	20	Progress Reports Distributed
	27	Half-Day/ 12pm Dismissal
	30	Memorial Day/No School
	1-10	Reading A-Z/DIBELS Testing
June	14	Parent Organization Meeting
	16	Board of Trustee Meeting
	17	Half- Day/ 12pm Dismissal
	20	Juneteenth Observation/No School
	21	Fifth Grade Graduation
	22	Kindergarten Stepping Up Ceremony
	24	Last Day of School/Half-Day (12pm)

Days of School Count			
Month	Student	Teacher	Total
August	0	10	10
September	18	18	18
October	20	20	20
November	19	19	19
December	13	13	13
January	20	20	20
February	15	15	15
March	23	23	23
April	21	21	21
May	16	16	16
June	17	17	17
Total	182	182	192

Report Card Dates

Fall Cycle		
Month	Date	Event
September	7	1st Report Card Cycle Begins
October	15	Progress Report Grades Due
	18-22	Progress Report Conferences
	22	Progress Reports Mailed Home
November	5	Report Card Grades Due
	8-12	Report Card Conferences
	15	Report Cards Mailed Home
Winter Cycle		
November	8	2nd Report Card Cycle Begins
December	10	Progress Report Grades Due
	13-17	Progress Report Conferences
	17	Progress Reports Mailed Home
January	21	Report Card Grades Due
	24-28	Report Card Conferences
	28	Report Cards Mailed Home
Spring Cycle		
January	24	3rd Report Card Cycle Begins
March	11	Progress Report Grades Due
	14-18	Progress Report Conferences
	18	Progress Reports Mailed Home
April	1	Report Card Grades Due
	4-8	Report Card Conferences
	8	Report Cards Mailed Home
End of Year Cycle		
April	4	4th Report Card Cycle Begins
May	13	Progress Report Grades Due
	16-20	Progress Report Conferences
	20	Progress Reports Mailed Home
June	17	Report Card Grades Due
	24	Report Cards Distributed