

Application: St. HOPE Leadership Academy Charter School

Gretchen Liga - gliga@csbm.com
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Nov 1 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)

ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL 800000061088

a1. Popular School Name

St. HOPE

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

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

NEW YORK CITY CHANCELLOR OF EDUCATION

d. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

e. DATE OF INITIAL CHARTER

11/2007

f. DATE FIRST OPENED FOR INSTRUCTION

8/2008

c. School Unionized

Is your charter school unionized?

No

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

MISSION STATEMENT

St. HOPE Leadership Academy Charter School embraces the following mission statement, which serves as the foundation of the School: To educate self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others, and passionate about lifelong learning.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success.

KDE 1	An orderly, structured and disciplined learning environment
KDE 2	Character development as the underpinning of (and precursor to) academic achievement
KDE 3	Rigorous, standards-based college preparatory curriculum
KDE 4	Focus on literacy and mathematics
KDE 5	Low student-teacher ratios
KDE 6	An extended instructional day
KDE 7	Frequent benchmark assessments of scholar progress
KDE 8	Intensive interventions for scholars who are performing far below grade level
KDE 9	Extensive leadership development and community service opportunities
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<https://www.sthopeleadershipacademy.org/>

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

300

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

258

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

Check all that apply

Grades Served

6, 7, 8

l1. 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.
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ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL 800000061088

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	222 West 134th Street, New York, NY 10030	212-283-1204	NYC CSD 5	6-8	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Meghann Persenaire	Principal	212-283-1204		mpersenaire@sthopeharlem.org
Operational Leader	Yamal Gonzalez	Director of Operations	212-283-1204		ygonzalez@sthopeharlem.org
Compliance Contact	Vivian Lee	Human Resources Manager	212-283-1204		vlee@sthopeharlem.org
Complaint Contact	Meghann Persenaire	Principal	212-283-1204		mpersenaire@sthopeharlem.org
DASA Coordinator	Karina Perez	Director of Student Affairs	212-283-1204		kperez@sthopeharlem.org
Phone Contact for After Hours Emergencies	Meghann Persenaire	Principal	212-283-1204		mpersenaire@sthopeharlem.org

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

Co-located Space

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

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

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

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

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

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

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

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

No

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

Yes

ATTESTATIONS

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

Name	Vivian Lee
Position	Business Manager
Phone/Extension	212-283-1204
Email	vlee@sthopeharlem.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).

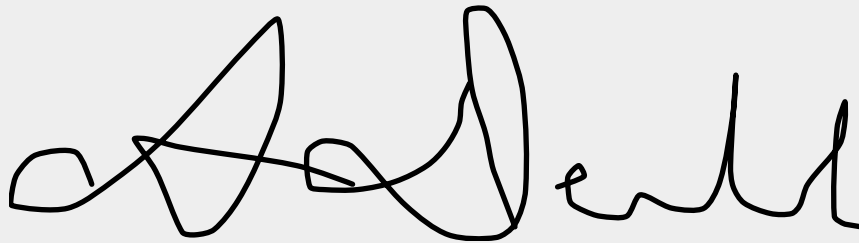
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

(No response)

Thank you.



Entry 3 Progress Toward Goals

Completed - Nov 1 2022

Instructions

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

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2022.

ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL 800000061088

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

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

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA exams	Not Met	While 98% of St HOPE scholars completed the state exams, the participation rate for CSD 5 was significantly lower, with some middle school rates less than 50%. This complicates any data comparisons. The CSD5 ELA pass rate, for those who completed the exam, was 37.6% and the SHLA pass rate was 32%, 2% lower than in 2019, with SHLA beating CSD5 in 6thgrade. Our plan to increase our ELA results includes continuing to increase students' time with Achieve3000, a program that, when implemented in person and with fidelity, resulted in student growth that previously surpassed national growth expectations. 6th,

				7th, and 8th grade will have one period per day dedicated to Achieve3000 4 days per week. In addition, a new program, NEWSELA, will supplement our existing independent reading period.
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City.	NYS ELA exams	Not Met	While 98% of St HOPE scholars completed the state exams, the overall NYC participation rate was significantly lower, with at least 10% of students opting-out (actual middle school rate is unknown). This complicates any data comparisons. The NYC ELA pass rate, for those who completed the exam, was 54% and the SHLA pass rate was 32%, 2% lower than 2019. Our plan to increase our ELA results includes continuing to increase students' time with Achieve3000, a program that, when implemented in person and with fidelity, resulted in student growth that previously surpassed national growth expectations. 6th, 7th, and 8th grade

				will have one period per day dedicated to Achieve3000 4 days per week. In addition, a new program, NEWSELA, will supplement our existing independent reading period.
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD).	NYS Math exams	Not Met	While 98% of St HOPE scholars completed the state exams, the participation rate for CSD5 was significantly lower, with some middle school rates less than 50%. This complicates any data comparisons. The CSD5 Math pass rate, for those who completed the exam, was 14% and the SHLA pass rate was 13%, with SHLA beating CSD5 in 6th and 8th grade. Our plan to increase our Math results includes supplementing our existing targeted teaching periods in Math with i-Ready for Math, with some students receiving between the baseline recommendation of one day per week of supplemental instruction via iReady and other

				students receiving as many as four days per week, the number of days being based on students' performance levels.
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for New York City.	NYS Math exams	Not Met	While 98% of St HOPE scholars completed the state exams, the overall NYC participation rate was significantly lower, with at least 10% of students opting-out (actual middle school rate is unknown). This complicates any data comparisons. The NYC Math pass rate (for those who completed the exam) was 32.6% and the SHLA pass rate was 13%. Our plan to increase our Math results includes supplementing our existing targeted teaching periods in Math with i-Ready for Math, with some students receiving between the baseline recommendation of one day per week of supplemental instruction via iReady and other students receiving as many as four days per week, the number of days

				being based on students' performance levels.
Academic Goal 5	Each year, 75 percent of 8th graders who have been at St. HOPE Leadership Academy Charter School for at least two years will pass the New York State Earth Science Regents.	NYS Earth Regents Science Exam	Not Met	<p>6% of students passed the NYS Earth Science Regents Exam.</p> <p>Our scholars struggled to master the Earth Science curriculum this year given periodic virtual instruction and student absenteeism due to Covid. It had a particularly profound impact on preparation for the practical component of the exam where our scholars performed significantly behind prior cohorts. Our plan for next year is to solidify our approach to Earth Science as a 1.5-year program with more intentional preparation for the practical beginning in 7th grade and an enhanced focus on vocabulary.</p>
Academic Goal 6	In each year of the charter term, the school will demonstrate increased proficiency rates on the New	NYS ELA exams	Unable to Assess	2019, during our previous charter term, was the last year at least 98% of our students completed the NYS

	York State ELA examination.			<p>ELA exams. In 2021, approximately one-third of students completed the NYS ELA exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, 32% of students were proficient on the NYS ELA examinations.</p>
Academic Goal 7	In each year of the charter term, the school will demonstrate increased proficiency rates on the New York State Math examination.	NYS Math exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS Math exams. In 2021, approximately one-third of students completed the NYS Math exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, 13% of students were proficient on the NYS Math examinations.</p>
Academic Goal 8	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York	NYS ELA exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS ELA exams. In 2021, approximately one-third of students completed the NYS</p>

	State ELA examination proficiency rates for that applicable population in each year of the charter term.			<p>ELA exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, including FELLs, 23% of students were proficient on the NYS ELA exams.</p>
Academic Goal 9	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term.	NYS ELA exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS ELA exams. In 2021, approximately one-third of students completed the NYS ELA exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, 9% of students with disabilities were proficient on the NYS ELA exams.</p>
Academic Goal 10	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for	NYS ELA exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS ELA exams. In 2021, approximately one-third of students completed the NYS ELA exams, compared to 98% of students completing it in 2022.</p>

	that applicable population in each year of the charter term.			In 2022, 32% of students were proficient on the NYS ELA examinations.
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2. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Math exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS Math exams. In 2021, approximately one-third of students completed the NYS Math exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, including FELLs, 11% of students were proficient on the NYS Math examinations.</p>
Academic Goal 12	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable	NYS Math exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS Math exams. In 2021, approximately one-third of students completed the NYS Math exams, compared to 98% of students completing it in 2022.</p>

	population in each year of the charter term.			In 2022, 0% of students with disabilities were proficient on the NYS Math examinations.
Academic Goal 13	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced-price lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term.	NYS Math exams	Unable to Assess	<p>2019, during our previous charter term, was the last year at least 98% of our students completed the NYS Math exams. In 2021, approximately one-third of students completed the NYS Math exams, compared to 98% of students completing it in 2022.</p> <p>In 2022, 13% of students were proficient on the NYS Math examinations.</p>
Academic Goal 14	Each year, each grade will increase the percentage of scholars considered to be on grade level as measured by the NWEA MAP ELA baseline exam in September and endline exam in June.	NWEA MAP ELA assessments	Not Met	6th Reading had 34% on grade level in September and decreased to 33% in June. Some of this is due to new 6th graders who enrolled after the baseline assessment in September who tested significantly below grade level. These scholars made growth but did not reach grade level proficiency by

June. We administer another program called Achieve3000 which measures non-fiction reading growth which showed that our percent of 6th graders considered “College and Career Ready” increased from 13% in September to 21% in June.

7th Reading had 29% on grade level in September and remained the same at 29% in June. The percent of students considered “College and Career Ready” in Achieve3000 increased from 12% in September to 19% in June.

8th Reading had 30% on grade level in September and increased to 32% in June. The percent of students considered “College and Career Ready” in Achieve3000 increased from 24% in September to 45% in June.

In 2022-23, we plan to continue to increase students’ time with Achieve3000, a

				<p>program that, when implemented in person and with fidelity, resulted in student growth that previously surpassed national growth expectations. 6th, 7th, and 8th grade will have one period per day dedicated to Achieve3000 4 days per week. In addition, a new program, NEWSELA, will supplement our existing independent reading period.</p>
Academic Goal 15	<p>Each year, each grade will increase the percentage of scholars considered to be on grade level as measured by the NWEA MAP Math baseline exam in September and endline exam in June.</p>	NWEA MAP Math assessments	Not Met	<p>6th Math had 15% on grade level in September and increased to 20% in June.</p> <p>7th Math had 11% on grade level in September and increased to 20% in June.</p> <p>8th Math had 16% on grade level in September and remained the same at 16% in June. However, the Interim exams administered in the Fall and Winter showed dramatic growth, with 9% at or above 65% in the Fall and 22% at or above 65% in the Winter.</p>

				<p>Our plan is to supplement our targeted teaching periods with i-Ready for Math, with students below the 40th percentile per their baseline NWEA MAP assessment receiving 1 period of i-Ready 4 days per week and with students above the 40th percentile receiving 1 period of i-Ready 2 days per week.</p>
Academic Goal 16	Each year, growth in ELA performance in each grade will exceed national growth expectations as measured by NWEA MAP exams.	NWEA MAP ELA assessments	Met	<p>Expected growth, from Fall to Spring, in 6th Grade Reading is 5.19 RIT points. Our mean growth was 6 RIT points, exceeding the target.</p> <p>Expected growth, from Fall to Spring, in 7th Grade Reading is 4.16 points. Our mean growth was 8 RIT points, exceeding the target.</p> <p>Expected growth, from Fall to Spring, in 8th Grade Reading is 3.65 RIT points. Our mean growth was 4 RIT points, exceeding the target.</p>

Academic Goal 17	Each year, growth in math performance in each grade will exceed national growth expectations as measured by NWEA MAP exams.	NWEA MAP Math assessments	Met	<p>Expected growth, from Fall to Spring, in 6th Grade Math is 8.13 RIT points. Our mean growth was 10 RIT points, exceeding the target.</p> <p>Expected growth, from Fall to Spring, in 7th Grade Math is 6.52 RIT points. Our mean growth was 10 RIT points, exceeding the target.</p> <p>Expected growth, from Fall to Spring, in 8th Grade Math is 5.38 RIT points. Our mean growth was 7 points, exceeding the target.</p>
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

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

2021-2022 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Each year, the school self-reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	Average daily attendance rate	Unable to Assess	CSD 5 attendance data is not available.
Org Goal 2	Each year, the retention rate will exceed the rate of the Community School District (CSD) of location. The retention rate for a given year is defined as the percentage of students enrolled in ATS on 10/31 of that year who are still enrolled in at the school in ATS on 10/31 the following school year, excluding terminating grades.	Retention Rate	Unable to Assess	CSD 5 retention data is not available.
Org Goal 3	Each year, the school will meet or	ATS records	Met	

	exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.			
Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities	ATS records	Met	
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	ATS records	Met	
Org Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	ATS records	Met	
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents,	ATS records	Met	

	for students with disabilities.			
Org Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	ATS records	Not Met	Our FRPL retention rate was 82.3% The target is 84.1%. Of the students who did not return, 15 of 29 left the City, State, or Country, a percentage higher than we have observed in past years.
Org Goal 9	Each year, the school will have a daily student attendance rate of at least 95 percent.	Average daily attendance rate	Not Met	The school's average daily attendance rate was 91%. We returned to full in-person learning during the 2021-22 academic year. However, we endured multiple COVID surges over the course of the year. Throughout the year, increasing or high positivity rates correlated with decreasing or low attendance.
Org Goal 10	Each year, 85% of scholars enrolled during the course of the year return the following September.	ATS Records	Not Met	This year, 83% of scholars enrolled during the course of the year returned the following September, just short of our goal of 85%. Of the students who did not return, 15 of 29 left the City, State, or Country, a percentage higher

				than we have observed in past years.
Org Goal 11	Each year, 100 percent of teachers will engage in a faculty evaluation process including goal setting and written performance reviews.	School records of teacher evaluations	Met	
Org Goal 12	Each year, 100 percent of teachers will participate in individualized and team-focused professional development.	School records of professional development	Met	
Org Goal 13	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold	NYC Department of Education School Survey	Not Met	In 2022, 82.1% of parents participated in the survey. The school had a percentage of parents that met or exceeded the citywide averages in Top 2 box responses in all but one category, Parent-Principal Trust, falling just short by one percentage point. We typically exceed the citywide average in this area and plan to reinstate "Coffee with the Principal," a hallmark of the school's culture pre-COVID but not possible due

	for NYC DOE School Survey, whichever is higher.			to COVID-related visitor restrictions during the 21-22 academic year.
Org Goal 14	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYC Department of Education School Survey	Not Met	In 2022, 79.4% of staff participated in the survey. The school had a percentage of staff that met or exceeded the citywide averages in Top 2 box responses in 13 of 19 areas. The school had a percentage of students that fell short of the citywide average in Top 2 box responses in 6 of 19 areas. To improve in the areas where we fell short, we are implementing a "Daily Huddle," a daily community building circle. We are also engaging in a weekly activity titled "The Why Hour," through which our staff reflects on and share their "why." Finally, we are implementing a weekly community building activity with staff.
Org Goal 15	In each year of the charter term,	NYC Department of Education School	Not Met	In 2022, 97.6% of students participated

	<p>students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of students that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.</p>	Survey		<p>in the survey. The school had a percentage of students that met or exceeded the citywide average in Top 2 box responses in 11 of 12 areas. The school had a percentage of students that fell short of the citywide average in Top 2 box responses in 1 of 12 areas, that being "Student to Student" trust. Following up on this, the school increased the number of Community Building Circles from once every other week to once every week. In addition, the school increased the number of session dedicated to "Character Strong" curriculum from one time per week to two times per week.</p>
Org Goal 16	<p>Each year, 100 percent of scholars in grades 6 through 8 will participate in a daily advisory program focused on character development.</p>	School records	Met	
Org Goal 17	<p>Each year, 100 percent of scholars</p>	School records	Met	

	will participate in monthly community-building activities focused on character development and teamwork.			
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Monthly Financials	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Monthly Financials	Met	
Financial Goal 3	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS.	ATS Records	Met	
Financial Goal 4	Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Audited Financial Statement	Met	
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed - Nov 1 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.

[St](#)

Filename: St_Hope_Leadership_Academy_Charte_IsZa8kH.pdf Size: 542.0 kB

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

Completed - Oct 31 2022

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

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

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

SH Audited Annual Financial Report FY22 - DOE v2

Filename: SH_Audited_Annual_Financial_Repor_90GQM8v.xlsx Size: 62.9 kB

Entry 4c – Additional Financial Documents

Completed - Nov 1 2022

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

1. Advisory and/or Management letter

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

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

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

[Bank Stmt BA 5056 June 2022 FY21 SHLA](#)

Filename: Bank Stmt BA 5056 June 2022 FY21 SHLA.pdf Size: 341.5 kB

[2022 Signed Audit Management Representation Letter](#)

Filename: 2022 Signed Audit Management Repre_3gsI7WJ.pdf Size: 17.4 MB

[SHLA ENTRY 4C](#)

Filename: SHLA_ENTRY_4C.pdf Size: 218.1 kB

[SHLA single audit - June 30, 2022](#)

Filename: SHLA_single_audit_-_June_30_2022.pdf Size: 192.5 kB

Entry 4d - Financial Services Contact Information

Completed - Nov 1 2022

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Meghann Persenaire	mpersenaire@sthopeharlem.org	212-882-1830

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Marc Taub, BDO			13

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
	Charter School Business Management	Christopher Daniels	237 West 35th Street, Suite 301			14

Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Nov 1 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.

[DOE Budget FY23 SHLA](#)

Filename: DOE_Budget_FY23_SHLA.xlsx Size: 44.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Nov 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.

[Pearl, Bianca](#)

Filename: Pearl_Bianca.pdf Size: 320.4 kB

[Phillips, Elizabeth](#)

Filename: Phillips_Elizabeth.pdf Size: 302.3 kB

[Dalal, Ankur](#)

Filename: Dalal_Ankur.pdf Size: 641.3 kB

[Higgins, Maureen](#)

Filename: Higgins_Maureen.pdf Size: 322.8 kB

[Reynoso Ng, Jennifer](#)

Filename: Reynoso_Ng_Jennifer.pdf Size: 316.2 kB

[Robisch, Caitlin](#)

Filename: Robisch_Caitlin.pdf Size: 317.4 kB

[Yan, Sarah](#)

Filename: Yan_Sarah.pdf Size: 161.4 kB

[John, Kristopher](#)

Filename: John_Kristopher.pdf Size: 315.1 kB

[Moschet, Lindsey](#)

Filename: Moschet_Lindsey.pdf Size: 3.9 MB

[Kapur, Salone v2](#)

Filename: Kapur_Salone_v2.pdf Size: 322.2 kB

[Apollon, Gabrielle](#)

Filename: Apollon_Gabrielle.pdf Size: 331.7 kB

Entry 7 BOT Membership Table

Completed - Nov 1 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL 800000061088

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Ankur Dalal		Chair	Finance; Executive	Yes	4	06/30/2021	06/29/2024	10
2	Gabrielle Apollon Hoekstra		Vice Chair	Nominating; Executive	Yes	3	06/30/2022	06/29/2025	10
3	Elizabeth Phillips		Secretary	Finance; Executive	Yes	2	06/30/2021	06/29/2024	7
4	Maureen Higgins Piotrowicz		Treasurer	Accountability; Executive	Yes	4	06/30/2021	06/29/2024	10
5	Bianca Peart		Trustee/Member	Nominating; Accountability	Yes	2	06/30/2022	06/29/2025	9
6	Caitlin Robisch		Trustee/Member	Nominating; Accountability	Yes	2	06/30/2021	06/29/2024	7
7	Jennifer Reynoso Ng		Trustee/Member	Nominating; Accountability	Yes	1	07/14/2020	06/29/2023	11
8	Kristopher John		Trustee/Member	Accountability; Finance	Yes	2	06/30/2022	06/29/2025	10

9	Salone Kapur		Trustee/ Member	Account ability; Finance	Yes	1	01/22/2020	06/29/2023	8
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1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
10	Lindsey Moschet		Trustee/ Member	Account ability; Nominating	Yes	1	05/26/2022	06/29/2024	5 or less
11									
12									
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	10
b.Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

10

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

1

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

1

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

15

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

0

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

0

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

0

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

0

Board members attending 8 or fewer meetings during 2021-2022

4

Thank you.

Entry 8 Board Meeting Minutes

Completed - Nov 1 2022

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

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

2-August Board minutes FY22 SHLA

Filename: 2-August_Board_minutes_FY22_SHLA.pdf Size: 198.6 kB

4-October Board minutes FY22 SHLA

Filename: 4-October_Board_minutes_FY22_SHLA.pdf Size: 143.3 kB

1-July Board minutes FY22 SHLA

Filename: 1-July_Board_minutes_FY22_SHLA.pdf Size: 194.8 kB

5-November Board minutes FY22 SHLA

Filename: 5-November_Board_minutes_FY22_SHLA.pdf Size: 196.2 kB

3-September Board minutes FY22 SHLA

Filename: 3-September_Board_minutes_FY22_SHLA.pdf Size: 199.0 kB

7-January Board minutes FY22 SHLA

Filename: 7-January_Board_minutes_FY22_SHLA.pdf Size: 197.6 kB

8-February Board minutes FY22 SHLA

Filename: 8-February_Board_minutes_FY22_SHLA.pdf Size: 199.0 kB

9-March Board minutes FY22 SHLA

Filename: 9-March_Board_minutes_FY22_SHLA.pdf Size: 197.2 kB

10-April Board minutes FY22 SHLA

Filename: 10-April_Board_minutes_FY22_SHLA.pdf Size: 86.3 kB

11-May Board minutes FY22 SHLA

Filename: 11-May_Board_minutes_FY22_SHLA.pdf Size: 236.6 kB

12-June Board minutes FY22 SHLA

Filename: 12-June_Board_minutes_FY22_SHLA.pdf Size: 147.1 kB

6-December Board minutes FY22 SHLA

Filename: 6-December_Board_minutes_FY22_SHLA.pdf Size: 199.9 kB

Entry 9 Enrollment & Retention

Completed - Nov 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
Economically Disadvantaged	<p>Our percentage of students eligible for free and reduced priced lunch was 92.7% in the 2021-2022 school year, surpassing our target of 85.5%. We used the following strategies to effectively recruit economically disadvantaged students:</p> <ul style="list-style-type: none"> • Increased online presence and social media campaign • Outreach in high-needs neighborhoods, including housing projects • Collaborations with community-based Organizations • Assistance with completion of the Meal program application, as needed. 	<p>As St HOPE exceeded the enrollment target for Economically Disadvantaged students by 7.2 percentage points, we plan to utilize the same enrollment strategies in the 2022-23 school year.</p>
English Language Learners	<p>In 2021-22, 17% of the students enrolled at St. HOPE were English Language Learners, exceeding the target of 11.3%. Our robust recruitment of ELL students included the following efforts:</p> <ul style="list-style-type: none"> • Outreach to schools, churches and community-based organizations in the South Bronx and Harlem that serve families with a primary language other than English • Orientation, recruitment and open house events presented in English, Spanish, and French • Application materials translated into Spanish and French 	<p>As St HOPE exceeded the enrollment target by 5.7 percentage points, we plan to utilize the same enrollment strategies in the 2022-23 school year.</p>
Students with Disabilities	<p>In the 2021-22 school year, 29% of our students received special education services, exceeding the enrollment target of 21.2%. To recruit and retain these students, we</p>	<p>As St. HOPE exceeded the enrollment target for Students with Disabilities by 7.8 percentage points, we plan to utilize the same</p>

	<p>employed the following strategies:</p> <ul style="list-style-type: none">• Targeted outreach to feeder schools that serve high populations of special needs students• Consultations with non-profit and charter support organizations to pinpoint recruitment targets in the South Bronx and Harlem• Orientation to educate families on our full program offerings for students with special needs	<p>enrollment strategies in the 2022-23 school year.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>To retain Economically Disadvantaged students, St. HOPE ensures that all students are fully able to participate in school activities regardless of their ability to pay. The school does not charge for field trip expenses or participation fees for afterschool clubs and activities. Uniforms are also provided free of charge for students and families who cannot afford the expense.</p> <p>Our retention rate for Economically Disadvantaged students will be determined when the students return to school and will be reported in the Annual Report Update.</p>	<p>Although we missed our retention target of 84.1% for economically disadvantaged students by 1.8 percentage points, our retention rate is still very strong. Therefore, we intend to use the same strategies in 2022-23, but will be prepared to make any changes as necessary based on our actual rate of retention once it is determined.</p>
English Language Learners	<p>To retain English Language Learners, St. HOPE offers the following program services:</p> <ul style="list-style-type: none"> • Comprehensive ELL services provided by a tri-lingual ELL Coordinator and two bi-lingual Guidance Counselors as well as numerous other bi-lingual staff members • Translation services at all school events, including parent-teacher conferences • On-going communication with parents on the progress of ELL students. <p>Our retention rate for English Language Learners will be determined when the students return to school and will be reported in the Annual Report Update.</p>	<p>As we exceeded our retention target of 76.4% for ELLs by 6.5 percentage points, the school is planning to implement the same strategies as in 2022-23. Changes or improvements to services will be made, however, if student assessments, teacher observations, or parental input point to a need for more support for these students and their families.</p>
Students with Disabilities	To retain Students with Disabilities,	As we exceeded our retention target

	<p>St. HOPE provided the following services and supports:</p> <ul style="list-style-type: none"> • A Director of Student Support Services who is available to answer questions for all current and prospective students • Differentiated and targeted instruction provided by teachers on each grade level in Integrated Co-Teaching Classrooms • Counseling services provided by a certified, St. HOPE Counselor • An outside provider for speech and occupational therapy services • On-going communication with parents on student progress. <p>Our retention rate for Students with Disabilities will be determined when the students return to school and will be reported in the Annual Report Update.</p>	<p>of 82.9% for ELLs by 3.1 percentage points, we are planning to implement the same strategies in the upcoming school year. Changes or improvements to services will be made, however, if the target is not met or if student assessments, teacher observations, or parental input point to a need for more support for these students and their families.</p>
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Entry 10 – Teacher and Administrator Attrition

Completed - Nov 1 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/employee-fingerprint-oct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed - Nov 1 2022

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	4
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)	1
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	5.0

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

	FTE Count
i. Mathematics	1
ii. Science	2
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	3.0

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)	1
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	1.0

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	9

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	2

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	18

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	29

Thank you.



Entry 12 Organization Chart

Completed - Nov 1 2022

[Instructions](#)

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

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

[Annual Report 21-22 Org Chart](#)

Filename: Annual_Report_21-22_Org_Chart.pdf Size: 48.3 kB

Entry 13 School Calendar

Completed - Nov 1 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.

[SHLA 2022-2023 Calendar FINAL](#)

Filename: SHLA_2022-2023_Calendar_FINAL.pdf Size: 111.9 kB

Entry 14 Links to Critical Documents on School Website

Completed - Nov 1 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., Report when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: St. HOPE Leadership Academy Charter School

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

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

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.sthopeleadershipacademy.org/about/documents-and-policies/annual-report/
2. Board meeting notices, agendas and documents	https://www.sthopeleadershipacademy.org/about/board-of-directors/
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000061088&year=2020&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&naep=1&expend=1&staffqual=4&feddata=1
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.sthopeleadershipacademy.org/about/documents-and-policies/dasa-policy/ ; https://www.sthopeleadershipacademy.org/wp-content/uploads/2022/02/St-HOPE_Discipline-Policy.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.sthopeleadershipacademy.org/about/documents-and-policies/emergency-readiness-plan/
6. Authorizer-approved FOIL Policy	https://www.sthopeleadershipacademy.org/about/documents-and-policies/foil-and-ferpa-policies/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.sthopeleadershipacademy.org/about/documents-and-policies/foil-and-ferpa-policies/

Thank you.





St. Hope Leadership Academy Charter School

Financial Statements

Years Ended June 30, 2022 and 2021

and Supplemental Schedule of Expenditures
of Federal Awards

for the Year Ended June 30, 2022

St. Hope Leadership Academy Charter School

Financial Statements
Years Ended June 30, 2022 and 2021
and Supplemental Schedule of Expenditures of Federal Awards
for the Year Ended June 30, 2022

St. Hope Leadership Academy Charter School

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Independent Auditor's Report

To the Board of Trustees
St. Hope Leadership Academy Charter School
New York, New York

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of St. Hope Leadership Academy Charter School (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) 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 the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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



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

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

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

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

New York, New York
October 26, 2022

Financial Statements

St. Hope Leadership Academy Charter School

Statements of Financial Position

<i>June 30,</i>	2022	2021
Assets		
Cash	\$ 1,204,288	\$ 2,294,650
Cash - restricted	75,390	75,383
Grants and other receivables	877,474	448,468
Investments	2,739,531	2,193,381
Prepaid expenses and other assets	17,627	83,497
Property and equipment, net	539,800	433,958
Total Assets	\$ 5,454,110	\$ 5,529,337
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 215,586	\$ 511,052
Accrued salaries and other payroll related expenses	280,815	225,716
Deferred grant revenue	21,009	-
Total Liabilities	517,410	736,768
Commitments and Contingencies		
Net Assets		
Without donor restrictions		
Undesignated	4,936,700	4,561,089
Board designated for student scholarships	-	231,480
Total Net Assets	4,936,700	4,792,569
Total Liabilities and Net Assets	\$ 5,454,110	\$ 5,529,337

See accompanying notes to the financial statements.

St. Hope Leadership Academy Charter School

Statements of Activities

<i>Year ended June 30,</i>	2022	2021
Change in Net Assets Without Donor Restrictions		
Operating Revenue Without Donor Restrictions		
State and local per pupil operating revenue	\$ 5,735,374	\$ 6,248,946
Government grants and contracts	1,116,623	617,343
Total Operating Revenue Without Donor Restrictions	6,851,997	6,866,289
Expenses		
Program services:		
General education	3,604,137	3,325,609
Special education	2,010,938	1,779,465
Management and general	817,320	887,145
Total Expenses	6,432,395	5,992,219
Support and Other (Loss) Income		
Contributions and other grants	28,165	-
Investment return, net	(303,851)	35,050
Other income	215	8
Total Support and Other (Loss) Income	(275,471)	35,058
Change in Net Assets Without Donor Restrictions	144,131	909,128
Net Assets, beginning of the year	4,792,569	3,883,441
Net Assets, end of the year	\$ 4,936,700	\$ 4,792,569

See accompanying notes to the financial statements.

St. Hope Leadership Academy Charter School

Statement of Functional Expenses

Year ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	
		General Education	Special Education	Total	Management and General	Total
Personnel service costs						
Administrative staff personnel	6	\$ 234,563	\$ 82,603	\$ 317,166	\$ 464,360	\$ 781,526
Instructional personnel	36	2,071,887	1,252,448	3,324,335	-	3,324,335
Total salaries and staff	42	2,306,450	1,335,051	3,641,501	464,360	4,105,861
Fringe benefits and payroll taxes		462,954	272,813	735,767	90,938	826,705
Retirement		104,909	61,821	166,730	20,607	187,337
Accounting and audit services		-	-	-	136,950	136,950
Other purchases, professional, consulting and services		108,496	63,935	172,431	21,312	193,743
Repairs and maintenance		-	-	-	5,540	5,540
Insurance		28,586	16,846	45,432	5,615	51,047
Supplies and materials		114,253	40,143	154,396	-	154,396
Staff development		10,343	3,634	13,977	-	13,977
Marketing and recruitment		122,488	46,111	168,599	2,539	171,138
Technology		101,153	53,228	154,381	14,602	168,983
Student services		112,331	39,467	151,798	-	151,798
Office expense		57,843	34,087	91,930	40,256	132,186
Depreciation and amortization		74,331	43,802	118,133	14,601	132,734
		\$ 3,604,137	\$ 2,010,938	\$ 5,615,075	\$ 817,320	\$ 6,432,395

See accompanying notes to the financial statements.

St. Hope Leadership Academy Charter School

Statement of Functional Expenses

Year ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	
		General Education	Special Education	Total	Management and General	Total
Personnel service costs						
Administrative staff personnel	7	\$ 237,989	\$ 83,518	\$ 321,507	\$ 500,248	\$ 821,755
Instructional personnel	36	1,795,327	1,055,747	2,851,074	-	2,851,074
Total salaries and staff	43	2,033,316	1,139,265	3,172,581	500,248	3,672,829
Fringe benefits and payroll taxes		403,471	226,065	629,536	99,264	728,800
Retirement		99,923	55,987	155,910	24,584	180,494
Accounting and audit services		-	-	-	128,834	128,834
Other purchases, professional, consulting and services		118,093	66,167	184,260	30,617	214,877
Repairs and maintenance		-	-	-	13,323	13,323
Insurance		25,199	14,118	39,317	6,199	45,516
Supplies and materials		74,093	26,338	100,431	-	100,431
Equipment and furnishings		8,997	5,042	14,039	2,214	16,253
Staff development		10,523	3,740	14,263	-	14,263
Marketing and recruitment		118,917	44,143	163,060	2,247	165,307
Technology		244,839	105,061	349,900	21,653	371,553
Student services		58,243	20,703	78,946	-	78,946
Office expense		81,443	45,632	127,075	46,017	173,092
Depreciation and amortization		48,552	27,204	75,756	11,945	87,701
		\$ 3,325,609	\$ 1,779,465	\$ 5,105,074	\$ 887,145	\$ 5,992,219

See accompanying notes to the financial statements.

St. Hope Leadership Academy Charter School

Statements of Cash Flows

<i>Year ended June 30,</i>	2022	2021
Cash Flows from Operating Activities		
Cash received from operating revenue	\$ 6,451,156	\$ 6,668,444
Cash paid to employees and suppliers	(6,453,149)	(5,600,150)
Investment income received	51,368	26,655
Other cash received	215	8
Net Cash Provided by Operating Activities	49,590	1,094,957
Cash Flows from Investing Activities		
Proceeds from sale of investments	50,000	2,177,566
Purchase of investments	(951,369)	(2,204,222)
Purchase of property and equipment	(238,576)	(331,363)
Net Cash Used in Investing Activities	(1,139,945)	(358,019)
Net Increase in Cash	(1,090,355)	736,938
Cash and Restricted Cash, beginning of year	2,370,033	1,633,095
Cash and Restricted Cash, end of year	\$ 1,279,678	\$ 2,370,033
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 144,131	\$ 909,128
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	132,734	87,701
Realized gain on investments	(460)	(7,622)
Unrealized loss (gain) on investments	355,679	(773)
Changes in operating assets and liabilities:		
Grants and other receivables	(429,006)	(197,845)
Prepaid expenses and other assets	65,870	(42,702)
Accounts payable and accrued expenses	(295,466)	371,703
Accrued salaries and other payroll related expenses	55,099	(24,633)
Deferred grant revenue	21,009	-
Net Cash Provided by Operating Activities	\$ 49,590	\$ 1,094,957
Supplemental Disclosure of Cash Flow Information:		
Cash and Restricted Cash consist of:		
Cash	\$ 1,204,288	\$ 2,294,650
Cash - restricted	75,390	75,383
Cash and Restricted Cash, end of year	\$ 1,279,678	\$ 2,370,033

See accompanying notes to the financial statements.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

1. Nature of the Organization

St. Hope Leadership Academy Charter School (the “School”) is a not-for-profit college-preparatory public charter school in New York City pursuant to Article 56 of the Educational Law of the State of New York. On January 15, 2008, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School opened in the Fall of 2008 and currently serves students in grades six through eight. The charter of the School was renewed and extended to June 30, 2026. The School aims to graduate self-motivated, industrious, and critically thinking leaders who are prepared to attend a four-year college, committed to serving others, and passionate about lifelong learning. The School features an extended school day and school year.

The School, as determined by the Internal Revenue Service, is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (“IRC”) and the corresponding provisions of the New York State tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC.

2. Significant Accounting Policies

Financial Statement Presentation

The School’s financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”).

The classification of the School’s net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets - with donor restrictions or without donor restrictions - be displayed in a statement of financial position and that the amount of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, and are, therefore, available for general operations.

At June 30, 2022 and 2021, the School had no assets with donor restrictions.

Cash - Restricted

An escrow account in the amount of \$75,390 and \$75,383 was held aside under the provisions of the School’s charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the NYCDOE as of June 30, 2022 and 2021, respectively.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

2. Significant Accounting Policies (continued)

Grants and Other Receivables

Grants and other receivables represent unconditional promises to give. Grants and other receivables that are expected to be collected within one year and are recorded at net realizable value are \$877,474 and \$448,468 at June 30, 2022 and 2021, respectively. The School evaluates the collectability of the receivables and employs the allowance method. The School has determined that no allowance for uncollectible accounts for grants and other receivables is necessary as of June 30, 2022 and 2021. Such estimate is based on management's assessments of the aged basis of its receivables, as well as current economic conditions and historical information.

Contributions

Transfers of cash or other assets or settlement of liabilities that are both voluntary and nonreciprocal are recognized as contributions.

Contributions may either be conditional or unconditional. A contribution is considered conditional when the donor imposes both a measurable barrier and a right of return. Conditional contributions are recognized as revenue on the date all donor-imposed barriers are overcome or explicitly waived by the donor. Barriers may include specific and measurable outcomes, limitations on the performance of an activity and other stipulations related to the contribution. A donor has a right of return of any assets transferred or a right of release of its obligation to transfer any assets in the event the School fails to overcome one or more barriers. Assets received before the barrier is overcome are accounted for as refundable advances.

Unconditional contributions may or may not be subject to donor-imposed restrictions. Donor-imposed restrictions limit the use of the donated assets as to time or purpose restrictions.

Contributions subject to donor restrictions are recognized in changes in net assets with donor restrictions. When a purpose restriction is satisfied or when a time restriction expires, the contribution is reported as net assets released from restrictions and is recognized in changes in net assets without donor restrictions in the statement of activities.

Revenue Recognition

Per-Pupil Revenue

The School recognizes revenues from per-pupil funding in the fiscal year in which the academic programs are provided. Per-pupil revenue is billed and received based on the total number of full-time equivalent (FTE) students and the basic charter school tuition rate for the school district of residence of the students attending the School in any given fiscal year for general education and special education. The FTE is formula-driven and based on the number of days the student has been with the School as a proportion of the number of days in the entire school year (the calculation is done by using the New York State calculator online). The School's total student population includes general education and special education students. The School has determined that revenue from its students has the same performance obligations, types of contract, and services rendered. As a result, the student body is viewed as one customer base for revenue purposes. The School uses a portfolio approach to account for per-pupil contracts as a collective group rather than recognizing revenue on an individual-contract basis. The School believes that revenue recognized by utilizing the portfolio approach approximates the revenue that would have been recognized if an individual contract approach were used.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

2. Significant Accounting Policies (continued)

Revenue Recognition (continued)

Per-Pupil Revenue (continued)

Per-pupil invoicing is managed on a bi-monthly basis to the funding source (local school district). Billing is a function of student enrollment for the upcoming fiscal year, which is the basis for the first two invoices per-pupil due June 1st and July 31st, which is a projection. Subsequent invoices are due bi-monthly. With the implementation of an automated-invoicing process through a dedicated website, the submission of each invoice is done online. After the year is complete, the School submits the FTE per-pupil reconciliation, listing every student who attended any part of the year, and the FTE each represents. Based on this final count, it calculates how much should have been paid to the School and included in the reconciliation will be any amounts due from the funding source included in grants and other receivables on the statement of financial position at year end, or any amounts payable to the funding source included as a liability on the statement of financial position at year end, as amounts are true up to actual based on actual numbers submitted at year end.

Additional funding is also provided to support special education services. All students who are identified to need special education services or settings have an Individualized Education Program ("IEP"), formalized for his or her unique needs. Based on this IEP, the student is categorized into one of three levels of service: 0-20% service, 20-60% service, or 60% or more service required and provided by the School. For a student receiving less than 20% in services, no additional funding is received. For a student receiving services between 20% and 60% and 60% or more services of the school day, additional funding per FTE is received. Billing for this support is incorporated into the per-pupil invoices and is also settled in the same FTE per-pupil reconciliation process.

As the students receive the benefit of these services simultaneously as the School is providing them, the School recognizes per-pupil revenue from these services over time. The School believes that this method provides a reasonable depiction of the transfer of services over the term of the performance obligation based on the services needed to satisfy the obligation. Generally, performance obligations satisfied over time relate to students receiving academic or school services. The School measures the performance obligation from admission or enrollment into the School to the point when the student is discharged or the end of the school year where it is no longer required to provide services to the student, which is generally at the time of discharge or the completion of the school year. All of these services are bundled and considered a single-performance obligation, and as such, the School accounts for these bundled-performance obligations under state and local per pupil operating revenue in the statement of activities and recognizes the per-pupil revenue over time.

Government Grants

Revenue from federal, state, and local government grants and contracts is recognized by the School when qualifying expenditures are incurred and billable to the government, or when required services have been provided.

Contract Assets and Contract Liabilities

In accordance with Financial Accounting Standards Board ("FASB") Accounting Standards Codification ("ASC") 606, contract assets are to be recognized when an entity has the right to receive consideration in exchange for goods or services that have been transferred to a customer when that right is conditional on something other than the passage of time. The School does not recognize contract assets, as the right to receive consideration is unconditional in accordance with the passage of time criteria. Also, in accordance with ASC 606, contract liabilities are to be recognized when an entity is obligated to transfer goods or services for which consideration has already been received. The School does not receive consideration prior to the transfer of goods or services and, therefore, does not recognize contract liabilities.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

2. Significant Accounting Policies (continued)

Property and Equipment

Property and equipment are stated at cost and are depreciated on the straight-line method over the estimated useful lives of the assets. Leasehold improvements are amortized over the lesser of the useful life of the asset or the lease term. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized, based on the established threshold.

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2022 and 2021.

Functional Allocation of Expenses

The costs of providing programs and other activities have been summarized on a functional basis in the accompanying statement of activities. Accordingly, certain costs have been allocated among the respective programs and activities according to the functional categories, as follows:

Program Services - This category represents expenses related to general education and special education for certain students requiring additional attention and guidance. These costs are allocated based on the FTE allocation method.

Management and General - This category represents expenses related to the overall administration and operation of the School that are not specific to any program services or development. These costs are allocated based on the FTE allocation method.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Income Taxes

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the years ended June 30, 2022 and 2021.

Under U.S. GAAP, an organization must recognize the tax benefit associated with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2022 and 2021, the School was not subject to any examination by a taxing authority.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

2. Significant Accounting Policies (continued)

Investments

Investments are recorded at fair value based upon quoted market prices. Investment return includes dividend, interest and realized and unrealized gains and losses on investments carried at fair value. Investment return is recorded as income without donor restrictions in the statements of activities.

The Board has designated investment income to be used for student scholarships.

Fair Value Measurements and Fair Value - Definition and Hierarchy

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date.

Accounting standards establish a fair value hierarchy for inputs used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring the most observable units be used when available. Observable inputs are those that market participants would use in pricing the asset or liability based on market data obtained from sources independent of the School. Unobservable inputs reflect the School's assumptions about inputs used by market participants at the measurement date. The fair value hierarchy is categorized into three levels based on inputs as follows:

Level 1 - Valuation based on quoted prices in active markets for identical assets or liabilities that the School has the ability to access.

Level 2 - Valuation based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3 - Valuation based on inputs that are unobservable and significant to the overall fair value measurement.

Recently Adopted Accounting Pronouncements

Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets

In September 2020, the FASB issued Accounting Standards Update ("ASU") 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets (Topic 958)*. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is effective for financial statements issued for fiscal years beginning after June 15, 2021. The School adopted this ASU as of July 1, 2021. The adoption of this ASU did not have a material impact on the financial statements. See Note 5 for additional information.

Issued but Not Yet Adopted Accounting Pronouncements

Lease Accounting

In February 2016, the FASB issued ASU 2016-02, *Leases*, which will require lessees to recognize a lease liability, which is a lessee's obligation to make lease payments arising from a lease, measured on a discounted basis; and a right-of-use asset, which is an asset that represents the lessee's right to use, or control the use of, a specified asset for the lease term. The FASB also issued ASU 2020-05, which deferred the effective date for the School until annual periods beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

3. Liquidity and Availability of Resources

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. The School's management meets monthly to address projected cash flows to meet its operational expenditures. The School also invests cash in excess of weekly requirements in government bonds, which are highly liquid investments (Note 4). The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

<i>June 30,</i>	2022	2021
Cash	\$ 1,204,288	\$ 2,294,650
Cash - restricted	75,390	75,383
Grants and other receivables	877,474	448,468
Investments	2,739,531	2,193,381
Total Financial Assets	4,896,683	5,011,882
Less amounts unavailable for general expenditures within one year due to:		
Board designated for student scholarships	-	(231,480)
Restricted by contract	(75,390)	(75,383)
	(75,390)	(306,863)
Total Financial Assets Available to Management for General Expenditures Within One Year	\$ 4,821,293	\$ 4,705,019

At June 30, 2022 and 2021, The School had no board designated net assets for student scholarships at June 30, 2022. At June 30, 2021, the School had board designated net assets for student scholarships of \$231,480.

4. Investments

Determination of Fair Values

The valuation methodologies used to determine the fair values of assets and liabilities under the "exit price" notion reflect market-participant objectives and are based on the application of the fair value hierarchy that prioritizes observable market inputs over unobservable inputs. The School measures the fair values of the government bond based on quoted market prices.

The preceding method may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair value. Furthermore, although the School believes its valuation method is appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The School's investments are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risks associated with these investments, it is at least reasonably possible that changes in the values of these investments will occur in the near term and that such changes could materially affect the amounts reported in the statements of financial position and the statements of activities.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

4. Investments (continued)

Determination of Fair Values (continued)

The following tables present by level, within the fair value hierarchy, the School's investments at fair value as of June 30, 2022 and 2021. As required by fair value measurement accounting standards, investments are classified in their entirety based upon the lowest level of input that is significant to the fair value measurement.

	Fair Value on a Recurring Basis	Quoted Market Prices in Active Market for Identical Assets (Level 1)	Other Significant Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
June 30, 2022				
Government bond	\$ 2,739,531	\$ 2,739,531	\$ -	\$ -

	Fair Value on a Recurring Basis	Quoted Market Prices in Active Market for Identical Assets (Level 1)	Other Significant Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
June 30, 2021				
Government bond	\$ 2,193,381	\$ 2,193,381	\$ -	\$ -

The aggregate cost basis, gross unrealized gains and losses, and fair market value of the investments at June 30, 2022 and 2021, are as follows:

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
June 30, 2022				
Government bond	\$ 3,134,420	\$ -	\$ (394,889)	\$ 2,739,531

	Cost	Gross Unrealized Gains	Gross Unrealized Losses	Fair Value
June 30, 2021				
Government bond	\$ 2,193,246	\$ 135	\$ -	\$ 2,193,381

St. Hope Leadership Academy Charter School

Notes to Financial Statements

4. Investments (continued)

Determination of Fair Values (continued)

The components of the activity of the School's investments as of June 30, 2022 and 2021 were as follows:

June 30, 2022

Investments, beginning of year	\$ 2,193,381
Purchase of investments	951,369
Sale of investments	(50,000)
Realized gain on investments	460
Unrealized gain on investments reported at fair value	(355,679)
Investments, end of year	\$ 2,739,531

June 30, 2021

Investments, beginning of year	\$ 2,158,330
Purchase of investments	2,204,222
Sale of investments	(2,177,566)
Realized loss on investments	7,622
Unrealized gain on investments reported at fair value	773
Investments, end of year	\$ 2,193,381

5. Agreement with School Facility

The School shares space with P.S. 92, a New York City public school, located at 222 West 134th Street. Approximately 11,000 feet of square footage is allocated to the School. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are also provided at no cost.

The School is using a relative valuation model to measure the fair value of the donated space. The NYCDOE has not provided a value for the space and there is no lease agreement in place. In applying the valuation model, significant inputs include the total square footage allocated the School, the average cost per square foot based on comparable sales prices in Manhattan, New York, and the estimated discount factor applied to the cost per square foot to account for the restricted use of the space. Based on such assumptions, the School applies a relative cost per square foot calculated using all available market information in Manhattan, New York.

Square footage totaling 11,000 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is not significant and, therefore, is not recorded in these financial statements.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

6. Property and Equipment

Property and equipment consist of the following:

<i>June 30,</i>	2022	2021	Estimated Useful Lives
Furniture and fixtures	\$ 606,537	\$ 510,258	5 years
Computers and servers	1,234,960	1,134,953	3 years
Software	54,545	54,545	5 years
			Lesser of the useful life of the asset or the lease term
Leasehold improvements	847,801	805,511	
	2,743,843	2,505,267	
Less: accumulated depreciation and amortization	(2,204,043)	(2,071,309)	
	\$ 539,800	\$ 433,958	

Depreciation and amortization expense for the years ended June 30, 2022 and 2021 was \$132,734 and \$87,701, respectively.

7. Commitments

The School leases telecommunications equipment and copiers under a non-cancelable operating lease which expires in 2024.

Future minimum lease payments under the non-cancelable operating lease are as follows:

<i>June 30,</i>	
2023	\$ 27,540
2024	20,655
	\$ 48,195

The leasing expense for the years ended June 30, 2022 and 2021 was \$31,888 and \$29,118, respectively, which is included in the accompanying statements of functional expenses under office expense.

8. Retirement Plan

The School has adopted a defined contribution 401(k) profit sharing plan (the "Plan") which covers most of its employees. Employees are eligible to enroll in the Plan on the first day of their one month anniversary once they have worked at least 140 hours. Those employees who are employed on the last day of the Plan year (December 31st) are also eligible for employer contributions. The Plan provides for the School to contribute up to 5% of an employee's salary. The School's contribution becomes vested on a straight-line basis over five years. For the years ended June 30, 2022 and 2021, retirement expense for the School was \$187,337 and \$180,494, respectively.

St. Hope Leadership Academy Charter School

Notes to Financial Statements

9. Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks. The School also intends to defend its positions on these matters. As of June 30, 2022, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund. The School is of the opinion that such cost disallowances, if any, will not have a material effect in the School's financial statements and will record them in the fiscal year they become known.

10. Concentration Risks

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limit of \$250,000. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on

The School received approximately 87% and 91% of its total revenue from per pupil funding from the NYCDOE during the years ended June 30, 2022 and 2021, respectively.

The School's grants and other receivables consist of one major grantor accounting for 100% and 98% at June 30, 2022 and 2021, respectively.

The School's payables consist of two major vendors accounting for approximately 47% at June 30, 2022 and four major vendors accounting for approximately 64% at June 30, 2021.

11. Subsequent Events

The School has evaluated events through October 26, 2022, which is the date the financial statements were available to be issued.

Supplementary Information

St. Hope Leadership Academy Charter School

Schedule of Expenditures of Federal Awards

Year ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I, Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 154,641
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	19,079
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	12,543
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.027	Not Applicable	-	90,090
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance for Non-Public Schools (CRRSA EANS)	84.425R	Not Applicable	-	346,264
American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	432,932
Total U.S. Department of Education				1,055,549
Total Expenditures of Federal Awards			\$	1,055,549

The accompanying notes are an integral part of this schedule.

St. Hope Leadership Academy Charter School

Notes to the Schedule of Expenditures of Federal Awards June 30, 2022

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of St. Hope Leadership Academy Charter School under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 *U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principals contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10% de minimis indirect costs rate allowed under the Uniform Guidance.



Independent Auditor's 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
St. Hope Leadership Academy Charter School
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of St. Hope Leadership Academy Charter School (the "School"), which comprise the School's statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 26, 2022.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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



Purpose of This Report

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

BDO USA, LLP

New York, New York
October 26, 2022



Tel: 212-371-4446
Fax: 212-371-9374
www.bdo.com

622 Third Ave, Suite 3100
New York, NY 10017

Independent Auditor's Report on Compliance For Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

To the Board of Trustees
St. Hope Leadership Academy Charter School
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited St. Hope Leadership Academy Charter School (the "School") compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.



Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

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

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, 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 School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.



Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

BDO USA, LLP

New York, New York
October 26, 2022

St. Hope Leadership Academy Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

☐ Yes ☒ No

Identification of major federal programs:

Assistance Listing Number(s)

Name of Federal Program or Cluster

84.425R

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance for Non-Public Schools (CRRSA EANS)

84.425U

American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☐ Yes ☒ No

St. Hope Leadership Academy Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section II - Financial Statement Findings

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

Section III - Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.



P.O. Box 15284
Wilmington, DE 19850

ST. HOPE LEADERSHIP ACADEMY CHARTER
SCHOOL
NYC BOE ESCROW
222 W 134TH ST
NEW YORK, NY 10030-3002

Business Advantage

Customer service information

1.888.BUSINESS (1.888.287.4637)

bankofamerica.com

Bank of America, N.A.
P.O. Box 25118
Tampa, FL 33622-5118

Your Business Advantage Savings

for June 1, 2022 to June 30, 2022

Account number: [REDACTED]

ST. HOPE LEADERSHIP ACADEMY CHARTER SCHOOL NYC BOE ESCROW

Account summary

Beginning balance on June 1, 2022	\$75,389.83
Deposits and other credits	0.62
Withdrawals and other debits	-0.00
Service fees	-0.00

Ending balance on June 30, 2022 **\$75,390.45**

of deposits/credits: 1

of withdrawals/debits: 0

of days in cycle: 30

Average ledger balance: \$75,389.85

Average collected balance: \$75,389.85

Annual Percentage Yield Earned this statement period: 0.01%.
Interest Paid Year To Date: \$3.74.

BANK OF AMERICA BUSINESS ADVANTAGE

Remember, you've got a banking partner ready to help.

As your dedicated Small Business Banker, I'm here to guide you and help with all your business's financial needs.
If you'd like to meet, please contact me.

Jennifer Alnwick
845.251.5030
jennifer.alnwick@bofa.com

SSM-07-21-0006.B | 3646943

IMPORTANT INFORMATION: BANK DEPOSIT ACCOUNTS

How to Contact Us - You may call us at the telephone number listed on the front of this statement.

Updating your contact information - We encourage you to keep your contact information up-to-date. This includes address, email and phone number. If your information has changed, the easiest way to update it is by visiting the Help & Support tab of Online Banking.

Deposit agreement - When you opened your account, you received a deposit agreement and fee schedule and agreed that your account would be governed by the terms of these documents, as we may amend them from time to time. These documents are part of the contract for your deposit account and govern all transactions relating to your account, including all deposits and withdrawals. Copies of both the deposit agreement and fee schedule which contain the current version of the terms and conditions of your account relationship may be obtained at our financial centers.

Electronic transfers: In case of errors or questions about your electronic transfers - If you think your statement or receipt is wrong or you need more information about an electronic transfer (e.g., ATM transactions, direct deposits or withdrawals, point-of-sale transactions) on the statement or receipt, telephone or write us at the address and number listed on the front of this statement as soon as you can. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

- Tell us your name and account number.
- Describe the error or transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

For consumer accounts used primarily for personal, family or household purposes, we will investigate your complaint and will correct any error promptly. If we take more than 10 business days (10 calendar days if you are a Massachusetts customer) (20 business days if you are a new customer, for electronic transfers occurring during the first 30 days after the first deposit is made to your account) to do this, we will provisionally credit your account for the amount you think is in error, so that you will have use of the money during the time it will take to complete our investigation.

For other accounts, we investigate, and if we find we have made an error, we credit your account at the conclusion of our investigation.

Reporting other problems - You must examine your statement carefully and promptly. You are in the best position to discover errors and unauthorized transactions on your account. If you fail to notify us in writing of suspected problems or an unauthorized transaction within the time period specified in the deposit agreement (which periods are no more than 60 days after we make the statement available to you and in some cases are 30 days or less), we are not liable to you and you agree to not make a claim against us, for the problems or unauthorized transactions.

Direct deposits - If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you may call us to find out if the deposit was made as scheduled. You may also review your activity online or visit a financial center for information.

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Deposits and other credits

Date	Description	Amount
06/30/22	Interest Earned	0.62

Total deposits and other credits

\$0.62

Daily ledger balances

Date	Balance (\$)	Date	Balance(\$)
06/01	75,389.83	06/30	75,390.45



Run your business — earn rewards

Become a Preferred Rewards for Business member, and you can earn valuable benefits and rewards such as no fees on select banking services, bonus rewards on eligible business credit cards, a higher rate on Business Advantage Savings accounts, interest rate discounts on new loans and more. Plus, there's no fee to join or participate.

To activate or learn more, visit bankofamerica.com/BizRewardsEnroll.

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October 26, 2022

BDO USA, LLP
600 Third Avenue, 3rd Floor
New York, NY 10016

Ladies and gentlemen:

We are providing this letter in connection with your audit of the financial statements of St. Hope Leadership Academy Charter School (the "School"), 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 for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, and cash flows of the School in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the preparation and fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with accounting principles generally accepted in the United States of America.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of the date of this representation letter, as entered on the first page, the following representations made to you during your audit(s):

- (1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 18, 2022, for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America.
- (2) We have fulfilled our responsibility, as set out in the terms of the aforementioned audit engagement letter, 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.
- (3) The financial statements include all assets and liabilities under the entity's control.
- (4) We have made available to you:
 - (a) All financial records, and related data and federal awards (including amendments, if any, and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities), including the names of all related

◆ *Lighting the Spark Within* ◆



parties and all relationships and transactions with related parties, as agreed upon in the terms of the aforementioned audit engagement letter.

- (b) All additional information that you have requested from us for the purpose of the audit.
 - (c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - (d) Minutes of the meetings of trustees and committees of trustees that were held from July 1, 2021 to the date of this letter, or summaries of actions of recent meetings for which minutes have not yet been prepared.
- (5) There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in financial reporting practices.
- (6) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or schedule of expenditures of federal awards (SEFA).
- (7) The financial statement misstatements relating to accounts and disclosures identified and discussed with us in the course of the audit that are listed immediately below have not been corrected. In our opinion, the effects of not correcting such identified financial statement misstatements are, both individually and in the aggregate, immaterial to the financial statements of the School taken as a whole.

Uncorrected Misstatements

Item #	Account Name and Adjustment Description	Debit	Credit	Impact on Net Assets
1	In-Kind Rent - Donated Space	\$ 110,698		
	In-Kind Revenue - Donated Space		\$ 110,698	\$ 0
	<i>Proposed and unrecorded adjustment to record the in-kind revenue and rent expense for the fair value of donated space received from the NYCDOE.</i>			

Description of Uncorrected Disclosure Misstatements
The School used a reasonable valuation model to calculate the fair value of donated space received from the NYCDOE. The calculated value resulted in an immaterial

◆ Lighting the Spark Within ◆



amount and, therefore, was not recorded in the financial statements.

- (8) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud or noncompliance. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud or noncompliance. We have no knowledge of any:
- (a) Fraud or suspected fraud involving management or involving employees who have significant roles in internal control, whether or not perceived to have a material effect on the financial statements.
 - (b) Fraud or suspected fraud involving others where the fraud could have a material effect on the financial statements.
 - (c) Allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, regulatory agencies, grantors, law firms, predecessor accounting firms, or others.
 - (d) Instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse, whose effects, both quantitatively and qualitatively, should be considered when preparing the financial statements.
- (9) We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
- (10) The following, where applicable and material, have been properly recorded or disclosed in the financial statements:
- (a) The identity of all related parties and all related party relationships and transactions of which we are aware (e.g., transactions with unconsolidated subsidiaries; affiliates under common control with the entity or that are directly or indirectly controlled by the entity; directors, management, and members of their immediate families), including sales, purchases, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
 - (b) Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements.
 - (c) All derivative instruments and any embedded derivative instruments that require bifurcation, in accordance with FASB ASC 815, *Derivatives and Hedging*.
 - (d) Guarantees, whether written or oral, under which the School is contingently liable.

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- (e) Significant estimates and material concentrations known to management that are required to be disclosed in accordance with FASB ASC 275-10, *Risk and Uncertainties - Overall*. In that regard, all accounting estimates that could be material to the financial statements, including key factors and significant assumptions underlying those estimates, have been identified, and we believe the estimates are reasonable in the circumstances. The methods, significant assumptions, and the data used in making the accounting estimates and the related disclosures are appropriate to achieve recognition, measurement, and disclosure that is in accordance with accounting principles generally accepted in the United States of America.
- (f) The effects of all known actual or possible litigation, claims, and other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB ASC 450, *Contingencies*, including:
- Pending or anticipated tax assessments or refunds, other potential or pending claims, lawsuits by or against any branch of government or others;
 - Written or oral guarantees, endorsements, or unused letters of credit;
 - Unusual warranties or guarantees; or
 - Labor claims or negotiations.
- FASB ASC 450-20, *Loss Contingencies*, requires loss contingencies to be accrued if it is probable an asset has been impaired or a liability incurred at the statement of financial position date and the amount of loss can be reasonably estimated. Such contingencies must be disclosed, but may not be accrued, if the loss is reasonably possible (but not probable) or the loss is probable but the amount of loss cannot be reasonably estimated.
- (g) Commitments, such as:
- Major fixed asset purchase agreements;
 - More-than-one-year employment arrangements or contracts with suppliers or customers, or one-year-or-longer term leases;
 - Deferred compensation, bonuses, pension and profit-sharing plans, or severance pay; or
 - Pending sale or merger of all or a portion of the business or of an interest therein or acquisition of all or a portion of the business, assets or securities of another entity;
- (h) Joint ventures or other participations, the detailed transactions of which are not carried on our books.

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- (i) Foreign currency transaction gains or losses, as well as translation of foreign currency financial statements.
- (11) There are no:
 - (a) Violations or possible violations of laws or regulations and provisions of contracts and grant agreements (including the failure to file reports required by regulatory bodies (e.g., EPA, OCC, FDIC, DOL, Medicare, U.S. Customs Service, HIPAA, IRS, Dept. of Commerce, state and municipal authorities) when the effects of failing to file could be material to the financial statements) whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.
 - (b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with FASB ASC 450.
 - (c) Side agreements or other arrangements (either written or oral) that have not been disclosed to you.
 - (d) Designation of net assets disclosed to you that were not properly authorized and approved, or reclassifications of net assets that have not been properly reflected in the financial statements.
- (12) Receivables recorded in the financial statements represent valid claims against debtors or grantors for sales, contributions, pledges, or other charges arising on or before the statement of financial position date and have been appropriately reduced to their estimated net realizable value.
- (13) During the fiscal year ended June 30, 2022, the New York State Education Department owed the School ERATE, Title I, Title II, Title IV, CSP, ESSER - CARES, ESSER II - CRRSA, and ESSER III - ARP grant funds totaling \$877,474.
- (14) With regard to items reported at fair value: (a) the underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action, (b) the measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied, (c) the disclosures related to fair values are complete, adequate, and in conformity with U.S. GAAP and (d) there are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.
- (15) The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

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- (16) We have complied with all aspects of grant agreements and other contractual agreements, including debt covenants, that would have a material effect on the financial statements in the event of noncompliance.
- (17) No discussions have taken place with your firm's personnel regarding employment with the School.
- (18) The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code as evidenced by determination letter dated April 9, 2009. Any activities of which we are aware that would jeopardize our tax-exempt status, all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- (19) We have complied with all restrictions on resources, including donor restrictions, and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
- (20) There were no net assets with donor restrictions of the School at June 30, 2022.
- (21) The basis used for the allocation of functional expenses is reasonable, and is in compliance with the provisions of ASU 2016-14.
- (22) As part of your audit, you assisted with the preparation of the financial statements and related notes and the schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for the financial statements and related notes and schedule of expenditures of federal awards.
- (23) We are responsible for compliance with laws, regulations, and provisions of contracts and grant agreements applicable to us and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- (24) We have provided views on your reported findings, conclusions, and recommendations. We are responsible for taking corrective action on audit findings and we are responsible for preparing and implementing a corrective action plan for each audit finding.

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- (25) We have identified and disclosed to you the findings received for previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- (26) With respect to federal award programs:
- (a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as applicable.
 - (b) We have, in accordance with the Uniform Guidance, identified and disclosed to you, in the schedule of expenditures of federal awards (SEFA), expenditures made during the audit period for all government programs and related activities provided by federal agencies in the form of federal awards, grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
 - (c) We acknowledge our responsibility for the preparation of the SEFA and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period, and we have outlined any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
 - (d) We have notified you of federal awards and funding increments that were received for awards received before December 26, 2014, and differentiated those awards from awards received on or after December 26, 2014, and subject to the audit requirements of the Uniform Guidance.
 - (e) We will include the auditor's report on the SEFA in any document that contains the SEFA and that indicates you have reported on such information.
 - (f) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
 - (g) We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
 - (h) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that

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provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended. Also, subsequent to the date of the auditor's report as of which compliance was audited, no changes have occurred in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and material weaknesses in internal control over compliance as reported in the schedule of findings and questioned costs.

- (i) We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
- (j) We have received no requests from a federal agency to audit one or more specific programs as a major program.
- (k) We have complied, in all material respects, with the direct and material compliance requirements (except for noncompliance disclosed to you), including, when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards, or confirmed that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards. We also know of no instances of noncompliance occurring subsequent to the end of the period audited.
- (l) We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- (m) Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
- (n) We have disclosed to you our interpretations of compliance requirements that are subject to varying interpretations, if any.
- (o) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- (p) We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.

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- (q) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared, and are prepared on a basis consistent with the schedule of expenditures of federal awards.
 - (r) The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
 - (s) We have charged costs to federal awards in accordance with applicable cost principles.
 - (t) We are responsible for, and have accurately completed, the appropriate sections of the Data Collection Form as required by the Uniform Guidance. The final version of the applicable audit reporting package, which includes your signed auditor's reports, that we will submit to the Federal Audit Clearinghouse (FAC) will be identical to the final version of such documents that you provided to us.
 - (u) We have identified and disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, internal or external monitoring, and other studies directly related to the audit objectives of the compliance audit, including findings received and corrective actions taken from the end of the audit period covered by the compliance audit report to the date of the auditor's report.
 - (v) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
 - (w) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
 - (x) As part of your audit, you assisted with the preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably with senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
- (27) There have been no known or suspected breaches of sensitive information (e.g., personnel files) caused by cyber-attack or other means, or other cybersecurity incidents, where the breach or other incidents could have a material effect on the financial statements.

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(28) In connection with any electronic presentation of the financial statements and your audit report thereon on our web site, we acknowledge that:

- We are responsible for the preparation, presentation, and content of the financial statements in the electronic format.
- If your audit report is presented on our web site, the full financial statements upon which you reported and to which you appended your signed report will be presented.
- We will clearly indicate in the electronic presentation on our web site the financial information that is subject to your audit report. We will clearly differentiate any information that may also be presented by us on or in connection with our web site that was contained in the published version of the financial statements and other supplementary information, but which is not part of the audited financial statements or other financial information covered by your audit report.
- We have assessed the security over financial statement information and the audit report presented on our web site, and are satisfied that procedures in place are adequate to ensure the integrity of the information provided. We understand the risk of potential misrepresentation inherent in publishing financial information on our web site through internal failure or external manipulation.
- If the electronic financial statements are generally made available to the public on our web site, we will include a notification to the reader that such financial statements are presented for convenience and information purposes only, and while reasonable efforts have been made to ensure the integrity of such information, they should not be relied on. A copy of the printed financial statements will be provided on request.

(29) By executing this document, you represent that St. Hope Leadership Academy Charter School is not owned or controlled, directly or indirectly, by one or more Russian citizen(s), Russian national(s), persons physically located in Russia or entity(s) organized under the laws of Russia. You agree that if at any time while BDO USA, LLP ("BDO") is providing services to the School that the foregoing representation is no longer true, you will immediately notify BDO.

(30) We are aware that Marc Taub is the engagement partner and is responsible for supervising the engagement and signing the report.

(31) By signing below, the authorized signatory represents that he/she has power and authority and has obtained all approvals authorizations and consents necessary to execute this document on behalf of the School for whom the authorized signatory is executing this document.

To the best of our knowledge and belief, no events, including instances of noncompliance, have occurred subsequent to the statement of financial position date and through the date of this

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representation letter, as entered on the first page, that would require adjustment to or disclosure in the aforementioned financial statements or in the schedule of findings and questioned costs.

Very truly yours,

A handwritten signature in blue ink, appearing to read "Meghann Persenaire".

10/26/2022

Meghann Persenaire, Principal

A handwritten signature in black ink, appearing to read "Maureen Higgins Piotrowicz".

10/26/2022

Maureen Higgins Piotrowicz, Treasurer

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2021-22 Entry 4 C – Explanation for Documents not required

3. CSP Agreed-Upon Procedure Report: A CSP Agreed-Upon Procedure Report was not required because the school did not receive CSP funds in this fiscal year.

5. Corrective Action Plan for Audit Findings and Management Letter Recommendations: Not applicable because there were no findings.



Tel: 212-371-4446
Fax: 212-371-9374
www.bdo.com

622 Third Ave, Suite 3100
New York, NY 10017

Independent Auditor's Report on Compliance For Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

To the Board of Trustees
St. Hope Leadership Academy Charter School
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited St. Hope Leadership Academy Charter School (the "School") compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with 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 opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.



Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

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

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, 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 School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.



Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

BDO USA, LLP

New York, New York
October 26, 2022

St. Hope Leadership Academy Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

☐ Yes ☒ No

Identification of major federal programs:

Assistance Listing Number(s)

Name of Federal Program or Cluster

84.425R

Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance for Non-Public Schools (CRRSA EANS)

84.425U

American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

☐ Yes ☒ No

St. Hope Leadership Academy Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2022

Section II - Financial Statement Findings

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

Section III - Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.

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

Trustee Name:

Bianca Peart

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.).

Committee member - accountability

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.

. 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**.

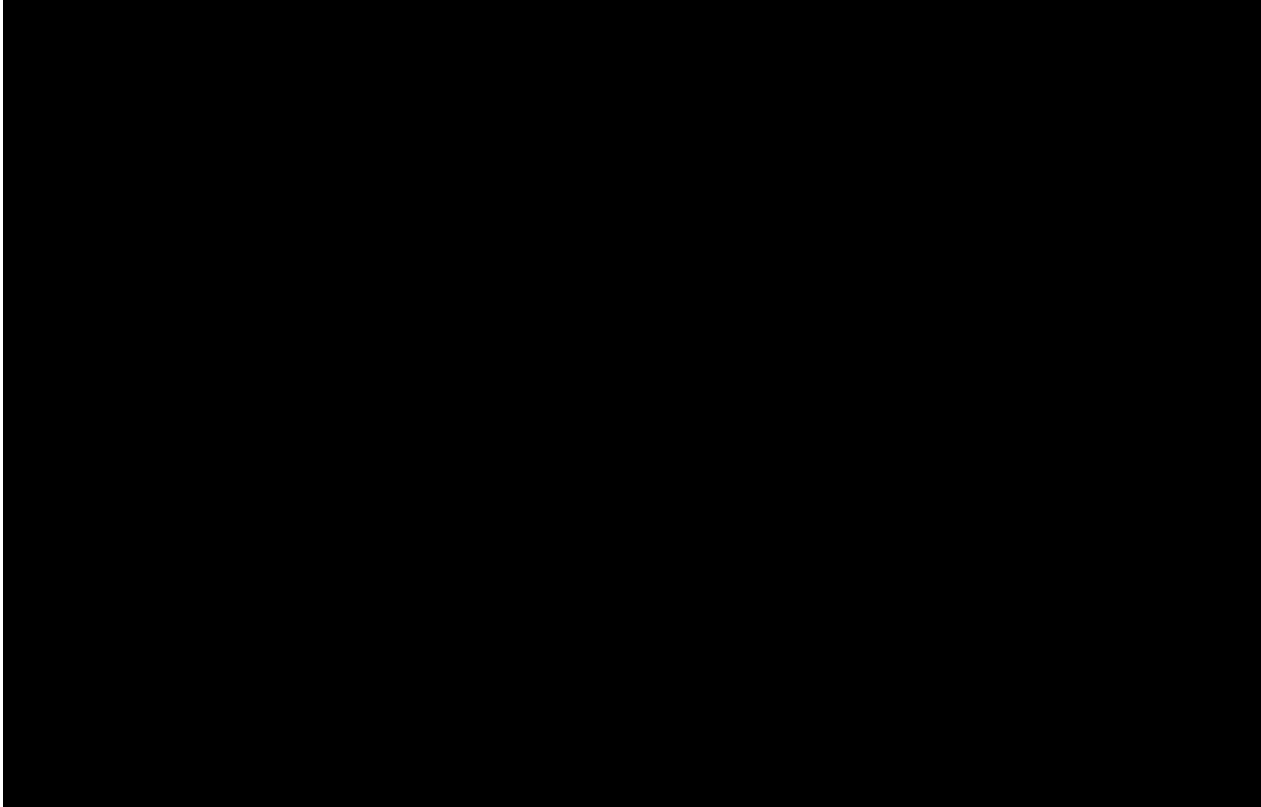
☒ **None**

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

- . 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



07/26/2022aa

Signature

Date

Acceptable signature formats include:

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

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

Trustee Name:

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.).

Secretary

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

- . 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**.

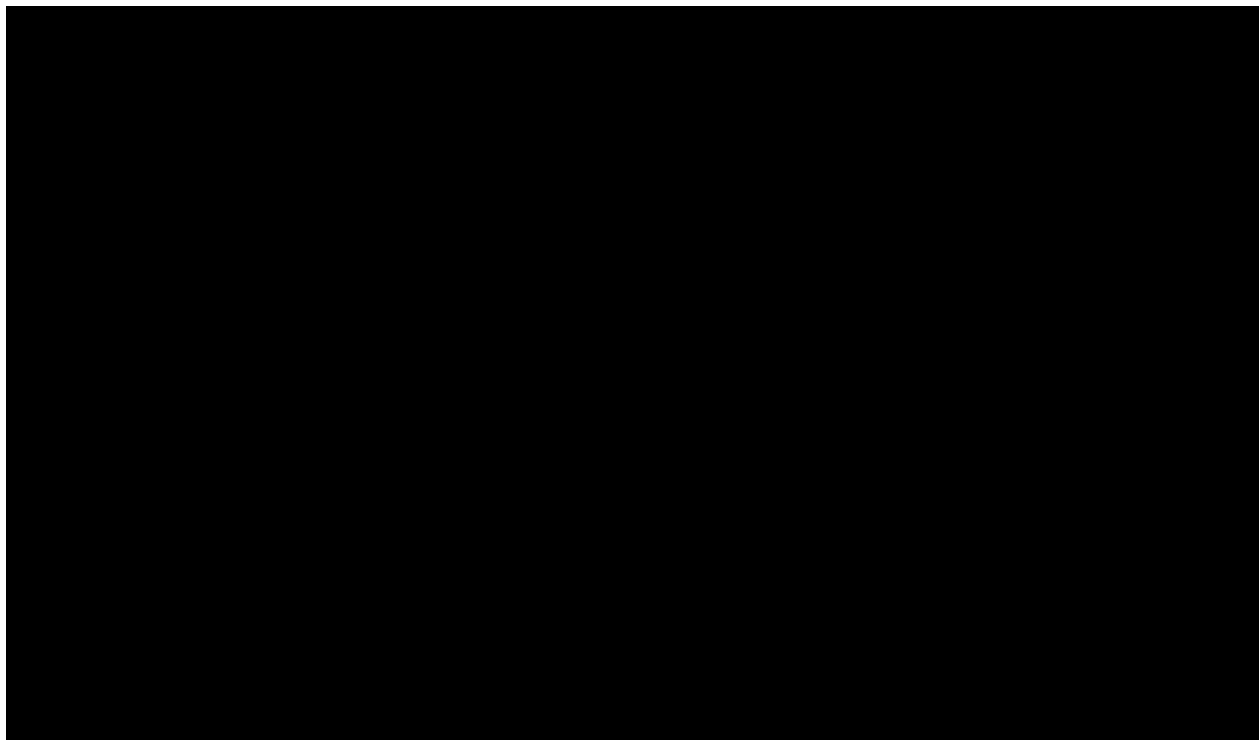
☒ **None**

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

- . 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



Digitally signed by 20e59 - ae7a a9 -a a
8 c-9b95 52e6 b7 a
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Date: 2022.07.29 12:00:08 -0 '00'

Signature _____ Date 7/29/2022 a

Acceptable signature formats include:

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

1 st revised 04/2022 a

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

Trustee Name:

ANKUR DALAL

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.).

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

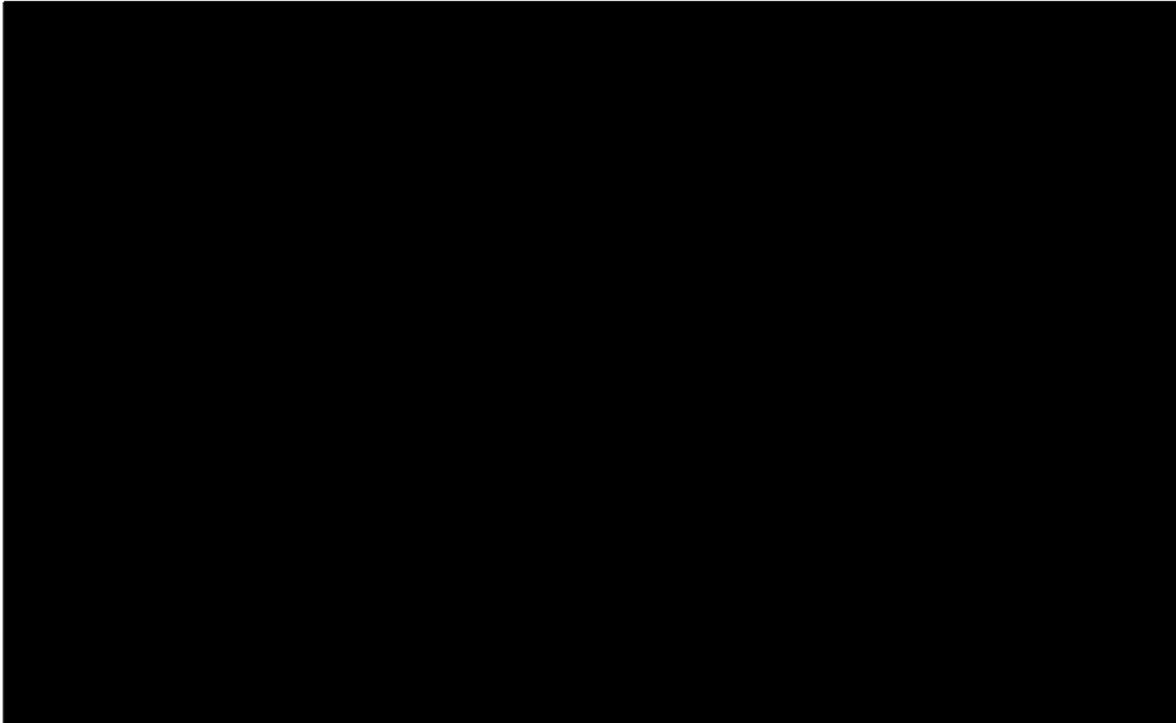
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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.



[Handwritten signature]

7-7-22

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:

Maureen Higgins

Name of Charter School Education Corporation:

St. HOPE Leadership Academy Charter School

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

. 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**

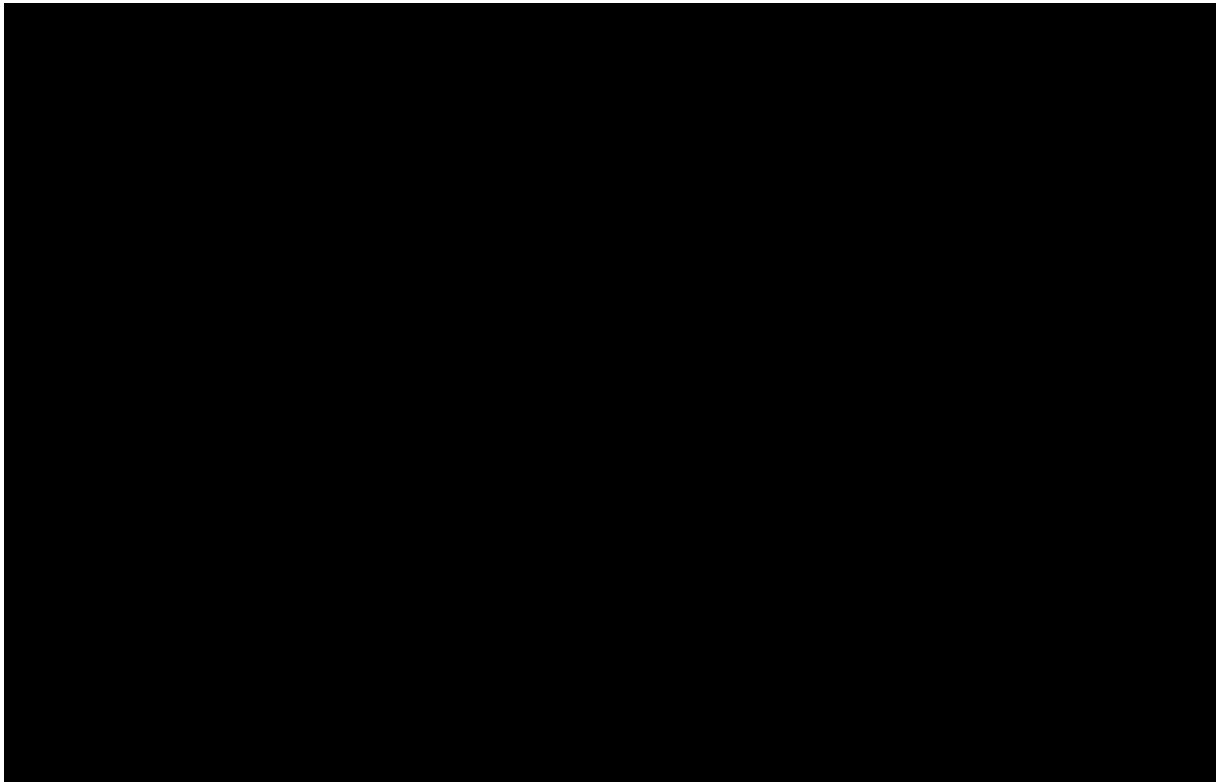
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

- . 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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Maur n Higgins

7/21/2022 a

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Date

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Disclosure of Financial Interest by a Current or Former Trustee
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Trustee Name:

Jennifer Reynoso Ng

Name of Charter School Education Corporation:

St. HOPE Leadership Academy Charter School

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

- . 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**

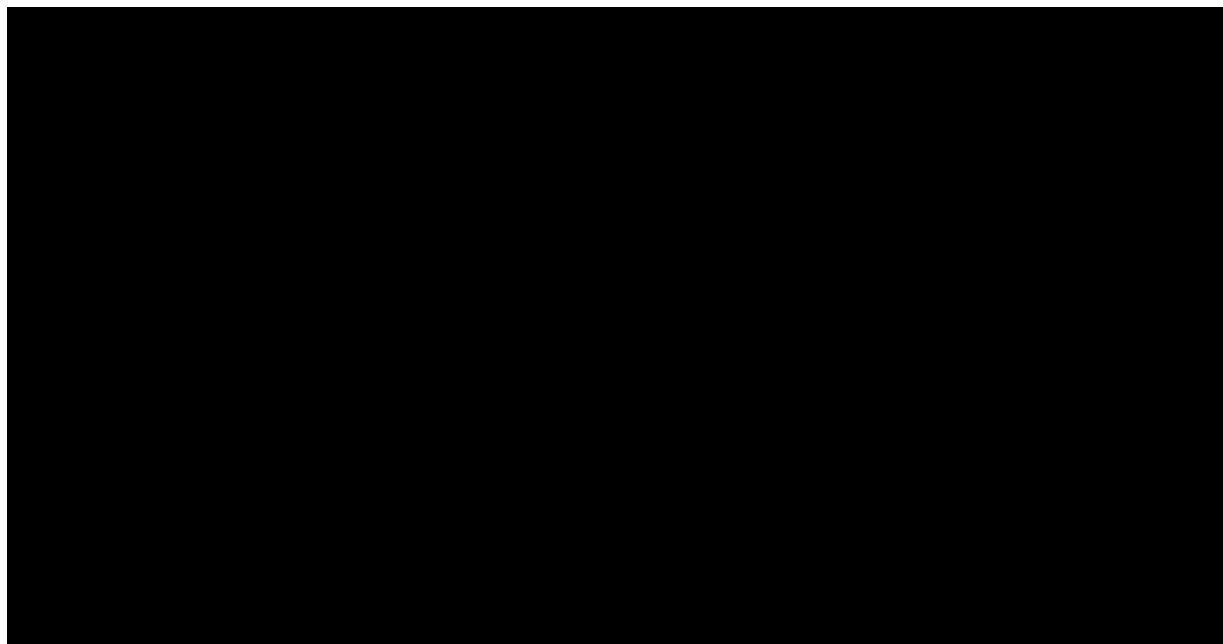
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

- . 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 public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The person I contact information provided below will be redacted.



Jennifer Reynoso Ng a

7/7/2022 a

Signature

Date

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last revised 04/2022 a

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

Trustee Name:

Caitlin Robisch

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.

- . 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**.

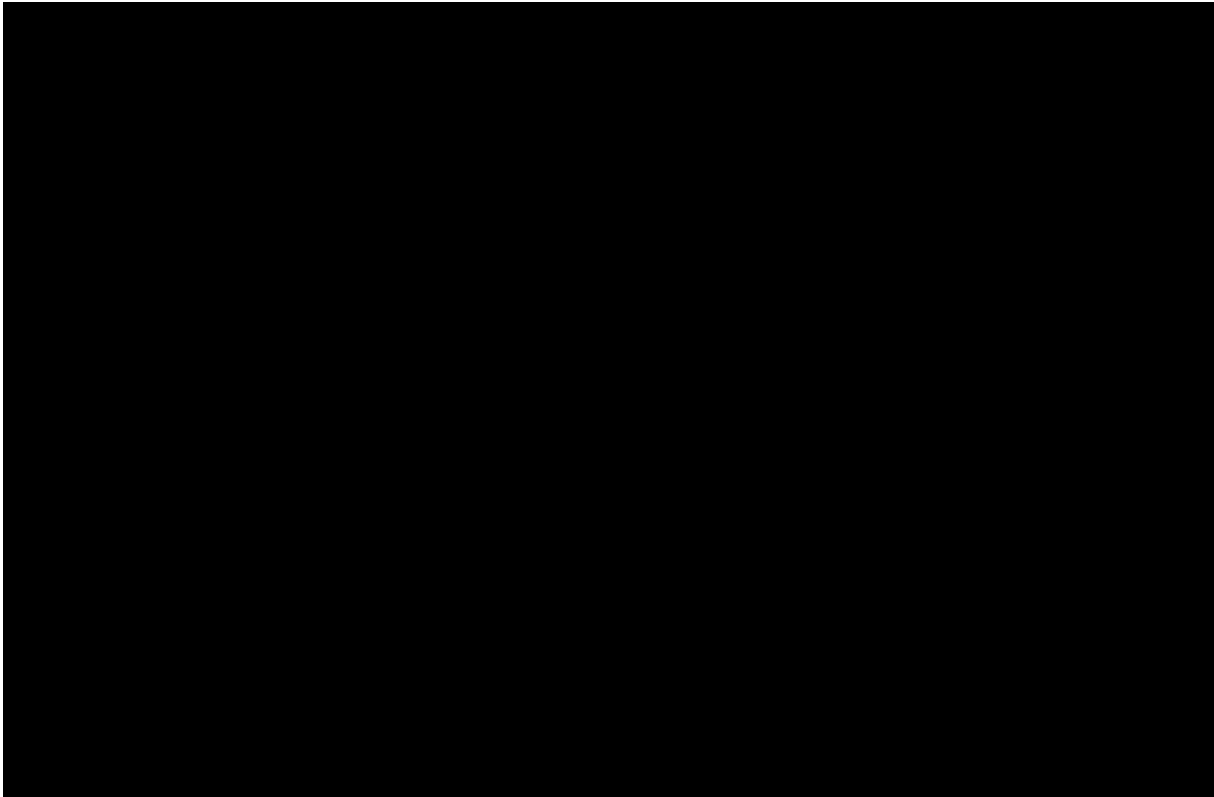
☒ **None**

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

- . 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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Signature

Date

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last revised 04/2022 a

<p align="center">Disclosure of Financial Interest by a Current or Proposed Board of Education Trustee Member</p>
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Name: E

Sarah Yan E

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

St. HOP L ad rship Acad my Charter School E

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

Board Member E

2. Are you an employee of any school operated by the education corporation? E
☐ Y ☒ s ☐ X ☐ No

If Y s, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. E

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

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

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

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

5. Are you related, by blood or marriage, to any person that could otherwise E benefit from your participation as a board member of this school? **No**

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

6. Are you 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 controlling interest in, business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or CMO, whether for-profit or not-for-profit, including, but not limited to, the use of real or personal property to the said entities? “

___Yes ___X_No “

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

“

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

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

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

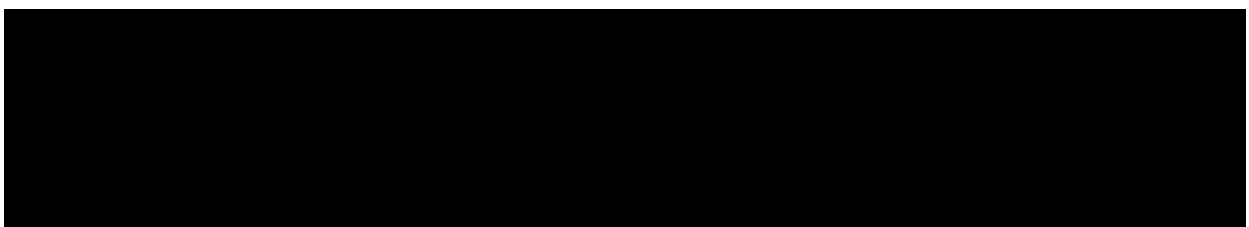
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Sarah L Yan)

07/11/2022)

Signature)))))

Date





Disclosure of Financial Interest by a Current or Former Trustee
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Trustee Name:

Kristopher John

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.

- . 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**

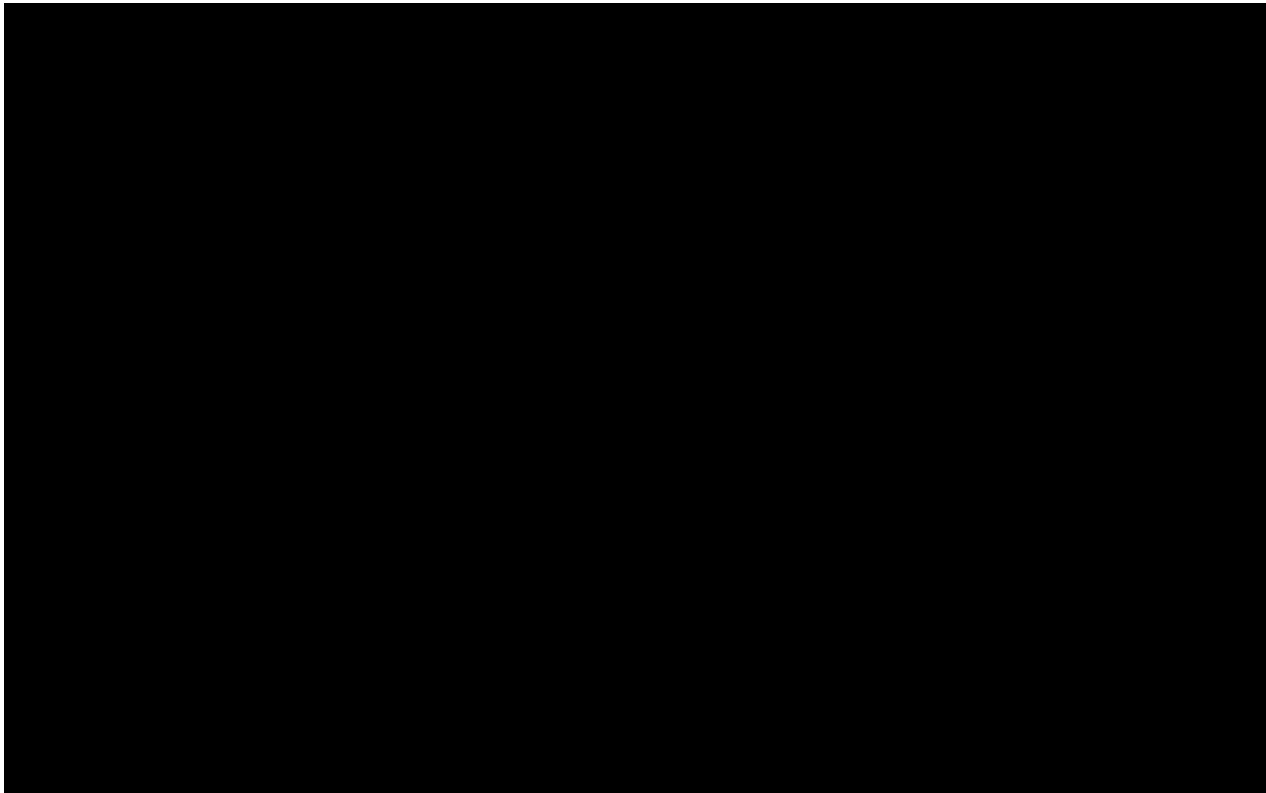
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you


- . 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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 Digitally signed by Kris opher John
Date: 2022.07.14 11:59:53 -0400

Signature

Date a

Acceptable signature formats include:

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

last revised 04/2022 a

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

Name:

Lindsey Maschet

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

St. Hope Leadership Academy

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

2. Are you an employee of any school operated by the education corporation?
☐ Yes ☒ No

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

3. Are you related, by blood or marriage, to any person employed by the school?

No

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

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

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

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

No

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

6. Are you a past, current, or prospective employee of the charter school,

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

 Yes ✓ No

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

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

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

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

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

None				
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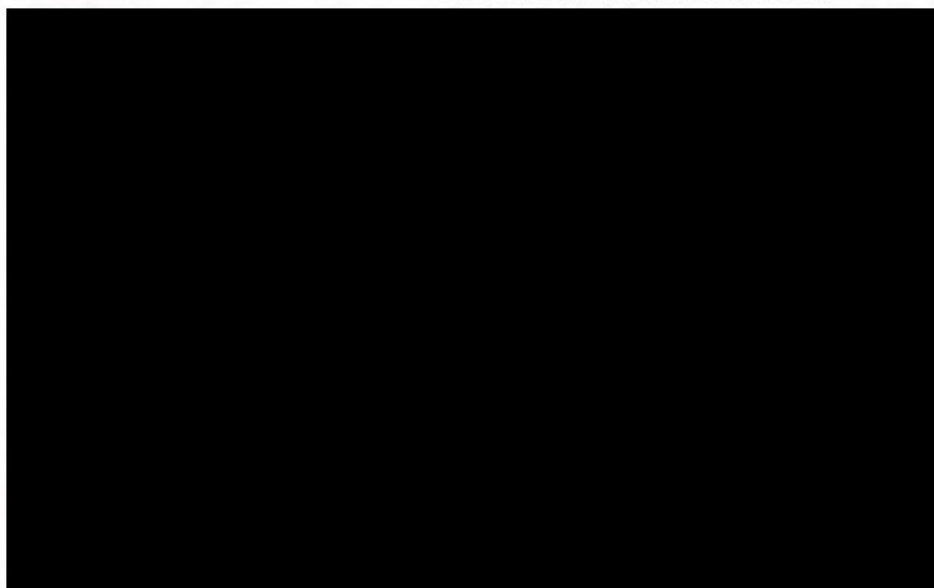
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Signature

06/8/2022

Date

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



NEW BOARD TRUSTEE QUESTIONNAIRE

As you may know, serving on a public charter school board of trustees ("Board") is a position of great trust and responsibility. As a member of a public charter school's Board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

New York City Department of Education Office of School Design and Charter Partnerships (OSDCP) consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide complete and thorough answers to each of the items on pages 3 through 6 in addition to filling out and signing the required Statement of Assurance on page 7. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the NYC DOE OSDCP approval, nullifying your appointment to the board.

Only in very rare cases does the NYC DOE OSDCP reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the NYC DOE OSDCP requests that you provide full and complete answers to each of the items below. This will assist the NYC DOE OSDCP in its review.

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.



**Department of
Education**

Chancellor Richard A. Carranza

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses him or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

Office of School Design and Charter Partnerships Actions

The NYC DOE OSDCP will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the below required documentation.

Please send the Board member request to CharterOversight@schools.nyc.gov

If the NYC DOE OSDCP takes no action within the 45-day period the person may be seated as a school trustee. After the NYC DOE OSDCP approves a trustee in writing, it will ask the school for an updated list of school trustees within a specific timeframe. The Department reserves the right to interview in person any new board member they feel appropriate.

The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote.

If you have any questions, please call the OSDCP Office at 212-374-5419.



Department of
Education

Chancellor Richard A. Carranza

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name (include preferred honorific)	Lindsey Moschet
Daytime Telephone	970-309-3174
Home Mailing Address	424 W End Ave, Apt. 14C NY, NY 10024
Personal Email/Fax	lmm63@cornell.edu
Business Address	n/a
Business E-Mail/Fax	n/a
Charter School Name	St. Hope Leadership Academy
Charter School Address	222 W 134th St, NY, NY 10030
To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?	The Accountability Committee

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. A college connection with a Board Member.
4. Please explain why you wish to serve on the board. I have a deep belief in the charter school system and am particularly attracted to the opportunity to help create positive change and opportunities at St. Hope Leadership Academy.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.
☐ This does not apply to me. ☐ Yes. (Include description here):

~~I worked~~ I spent nearly a decade working in Charterschools in the New York City area as a leader in a special education role and data management and analysis.



**Department of
Education**

Chancellor Richard A. Carranza

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s):

- 1) the name of the criminal offense(s)
- 2) whether the criminal offense(s) was a misdemeanor or felony
- 3) the facts and circumstances surrounding your conviction(s)
- 4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s)

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☒ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

☐ I / we do not know any such persons. ☒ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I know one member of the board through a connection from college.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:



**Department of
Education**

Chancellor Richard A. Carranza

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest)

☒ No. (Please skip to Question 11)
☐ Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?
☐ No ☐ Yes

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.) ☐ No ☐ Yes

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

☒ No ☐ Yes

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes:



Department of
Education
Chancellor Richard A. Carranza

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
- ☒ I / we have no such interest.
- ☐ Yes:
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
- ☒ I / we do not anticipate conducting any such business.
- ☐ Yes:
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.
- ☒ This does not apply to me, my spouse or other family members.
- ☐ Yes:
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- ☒ None.
- ☐ Yes:
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would ~~communicate~~
bring that information to the
appropriate members / leadership.



**Department of
Education**

Chancellor Richard A. Carranza

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. St. Hope Leadership Academy believes that academic success is

achieved through the development of strong character. This character is achieved through the support of the school community that celebrates hard work and dedication from its students.

19. Please explain your understanding of the educational program of the charter school.

The school serves students in grades 6, 7, and 8 and provides a rigorous curriculum that includes a character development program.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains

successful. Successful charter schools respond quickly to the needs of their students and school community. The charter school board needs to engage with school leadership and help to ensure that all school resources (monetary and intellectual, etc.) are used most effectively and appropriately.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Board members help to govern the school and ensure that it is

responsive to the needs, values, and priorities of the school community.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand

the charter school application and the school board's by-laws and policies.

23. Please provide any other information that you feel is pertinent to the Department's review.

My understanding of the charter school world coupled with my academic and work experience makes me an ideal candidate for this charter school board. I am very excited by the opportunity to join the board so I can continue to make a positive impact on the educational experience of more students in New York City.



Department of
Education

Chancellor Richard A. Carranza

STATEMENT OF ASSURANCE

I, Lindsey Moschet (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Lindsey Moschet
Signature

6/8/2022
Date

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

Trustee Name:

Salone Kapur

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.).
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**.

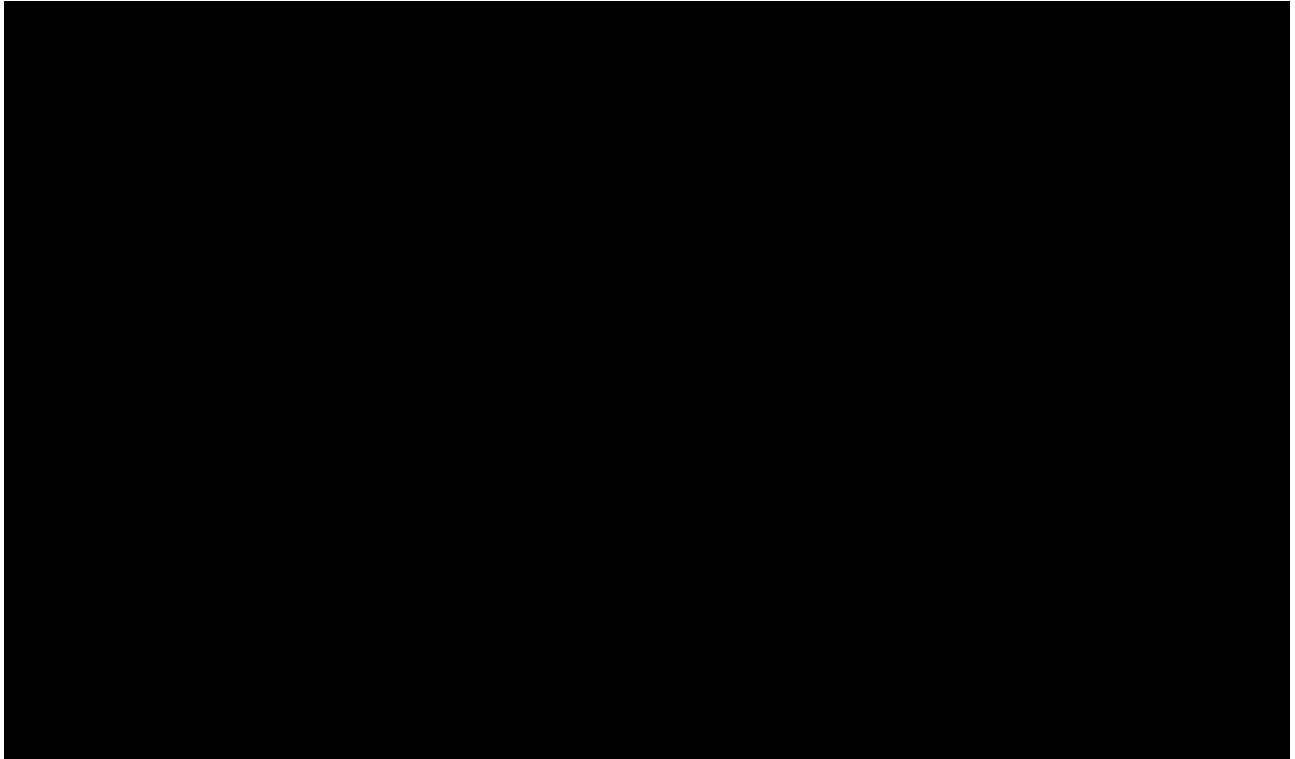
☒ **None**

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



Salone Kapur

Aug 1, 2022 a

Signature

Date

Acceptable signature formats include:

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

1st revised 04/2022 a

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

Trustee Name:

Gabrielle Apollon Hoekstra (currently on parental leave and unable to sign)

Name of Charter School Education Corporation:

St. HOPE Leadership Academy 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.).

Vice-Chair; Nominating Committee, Executive Committee

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ **None**

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

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

☐ **None**

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

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

Business Telephone:

Business Address:



Home Address:

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

August 26, 2021 from 6:30-8:00 pm
222 W. 134th Street

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Absent (Excused)
Maureen Higgins	Present (Attended Remotely)
Kristopher John	Absent (Excused)
Salone Kapur	Present (Attended Remotely)
Jennifer Ng	Present (Attended Remotely)
Bianca Peart	Present
Elizabeth Phillips	Present (Attended Remotely)
Caitlin Robisch	Absent (Excused)
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal; and Max Hoover, Assistant Principal.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the July 22, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Apollon noted that Ms. Yan intends to exit the board and asked the board for any recommendations regarding potential new board members.

- **Finance Committee**

- Ms. Persenaire presented the June Finance Report. The report shows a greater-than-expected increase in revenue, as well as expenses (including computers and classroom furniture) which were covered by various grants.
- Ms. Persenaire provided an update on enrollment. SHLA is currently about 30 scholars under where it expected to be at this time. The primary reason for under enrollment in sixth graders is related to transportation, including with respect to concerns about subway violence and COVID safety for families. Current enrollment is 67 for sixth grade, 108 for seventh grade, and 95 for eighth grade. If SHLA does not enroll additional students, there will be about a \$400,000 gap relative to expected revenue. The board

asked questions and discussed potential options, including to offer a bus service for families in the Bronx. The Board also discussed the potential of enrolling scholars with a remote option.

- **Accountability Committee**

- Ms. Persenaire presented the reopening plan. Masks will be required, and scholars will remain in cohorts. Lunch will continue to be in classrooms, with the exception of eighth grade. Testing will occur for 20 percent of the student population. The CDC no longer recommends temperature and health screenings. Ms. Persenaire discussed additional changes to guidance, including that teachers must be vaccinated by September 27. It is expected that charter schools—particularly those in collocated spaces such as SHLA. The Board asked questions, including whether the vaccination guidance would be in the reopening plan. The Board unanimously approved the reopening plan, subject to changes discussed by the Board including to add the vaccine requirement for teachers and the addition of language to the proactive testing section.
- Ms. Persenaire presented the 2021-22 District Safety Plan. She directed the board to the addition of a “Pandemic Continuity of Operations Plan,” which schools are now required to include in the district safety plan. Following discussion, the Board voted unanimously to approve the 2021-22 District Safety Plan.
- Ms. Persenaire presented on the 2021-22 Professional Development plan. The Board unanimously approved the plan.
- Ms. Persenaire discussed the proposed 2021-22 Board dashboard for presenting information at monthly meetings. She described changes to the template to move A3K data to the top panel in order to view month-to-month progression. Following the Board’s suggestion at the July 2021 meeting that SHLA may want to consider a data consultant. SHLA is currently advertising the role as a consulting role. The Board unanimously approved the 2021-22 Board dashboard template.

- **Assistant Principal Update**

- Mr. Hoover reported on SHLA’s new teacher orientation. Prior feedback suggested that orientation was focused primarily on day-to-day rather than on SHLA’s values and culture. This year, orientation is focused more heavily on relationship building.

Meeting adjourned at 7:42 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on August 26, 2021 at which quorum was present throughout. (August 26, 2021)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

October 21, 2021 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Absent (Excused)
Maureen Higgins	Present
Kristopher John	Present
Salone Kapur	Absent (Excused)
Jennifer Ng	Present
Bianca Peart	Absent (Excused)
Elizabeth Phillips	Present
Caitlin Robisch	Present
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal; Max Hoover, Assistant Principal; Marc Taub from BDO; and Collin Raymond from CBSM. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the September 23, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Apollon noted that the board is searching for potential board candidates to replace Sarah Yan, and asked board members to share prospective candidates for next steps.

- **Finance Committee**

- Mr. Taub presented the draft audit report for the 2020-2021 year to the board. He discussed highlights from the audit, including an increase in assets and in liabilities. The additional federal funds received during the last year also contributed to higher net income. With respect to internal controls, no material weaknesses were identified in the audit. The board discussed historical trends, including with respect to SHLA's functional expenses and the impact of COVID on SHLA's financial trends. Taub and Raymond responded to questions from the board. Mr. Taub noted that SHLA may need to perform a single audit under Uniform Guidance, which would be required if federal expenditures during the fiscal year exceeds

\$750k. **The Board approved the 2020-2021 Audit, as it was presented, via a vote conducted over email on Friday, October 22nd.**

- Ms. Persenaire presented the Finance Report as of 9/30/2021. The budget reflects an enrollment of about 260 (though current enrollment is 267). With a 260 enrollment, the projected surplus (net income) is approximately \$28k, down from the prior projection of \$180k. The budget also assumes that the lower enrollment would reduce title finding for the year. In response to a question from the board, Ms. Persenaire notes that the authorizer may inquire if SHLA falls below 90% of its projected enrollment. To make up for under-enrollment, SHLA proposes applying an extra \$150k of grant funds this year (rather than allocating the funds evenly over the next two years). Ms. Persenaire provided other commentary regarding projected expenses, including that SHLA lost three teachers (two math and one ELA); SHLA plans to hire one new math teacher to have a total of 9 math teachers (3 per grade), but will not replace the other two.
- Ms. Persenaire then provided an update on enrollment. She responded to questions from the board, including with respect to SPED and ELL enrollment.

- **Accountability Committee**

- Ms. Persenaire reported a summary of the 2020-2021 state exams to the board.
- The board reviewed the September dashboard, including the baseline NWEA results. Ms. Persenaire and Mr. Hoover also provided context regarding math results.
- Ms. Persenaire presented a preview of the new SHLA website.

Meeting adjourned at 7:44 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on October 21, 2021 at which quorum was present throughout. (October 21, 2021)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

July 22, 2021 from 6:30-8:00 pm
222 W. 134th Street

- **Welcome**

Call to Order

Gabrielle Apollon	Absent (Excused)
Ankur Dalal	Present
Maureen Higgins	Absent (Excused)
Kristopher John	Present (Attended Remotely)
Salone Kapur	Present (Attended Remotely)
Jennifer Ng	Present
Bianca Peart	Present
Elizabeth Phillips	Present
Caitlin Robisch	Present
Sarah Yan	Present (Attended Remotely)

Also present at the meeting: Meghann Persenaire, Principal.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the June 24, 2021 Board meeting were unanimously approved by the Board.

- **Finance Committee**

- Ms. Persenaire provided an update on the trauma-informed training. SHLA has selected an individual to provide training. The leadership team decided to do a two-day intensive training, to meet with her once a month, and to have her assist with planning and implementing SHLA's anti-racist pedagogy. This was initially budgeted as \$20k based on an expectation of a smaller role. A year-long partnership will be between \$60-80k. The Board asked questions regarding the contract and payments, including whether payments would be provided in connection with certain milestones.
- Ms. Persenaire provided an update on recruitment and enrollment. All eighth graders are returning, with 100 scholars enrolled in eighth grade, which would mean an average class size of 33. Seventh grade is also overenrolled. For sixth grade, current enrollment is 72. The Board asked questions regarding enrollment and planning for the next school year.

- **Accountability Committee**

- Ms. Persenaire presented on the current promotion policy for scholars (as it is written in the most recent charter). The Board asked questions regarding the policy and discussed potential revisions to the policy, post-COVID such as framing the criteria as “guidelines” rather than “requirements.”
- Ms. Persenaire reported 2020-2021 NWEA, Interim, and Regents Data Analysis. She discussed the new presentation of data to provide additional detail on particular cohorts of scholars. With respect to NWEA MAP and Regents results, winter administration of the assessment was completed in April and spring administration of the assessment was completed in June. The Board asked a number of questions regarding the results and SHLA’s plans to learning loss in the upcoming school year. For example, Achieve 3000 and Lexia (for ELLs) will be offered more days per week.
- Ms. Persenaire noted the CDC’s guidelines for schools. The CDC’s guidance is that schools should open fully and maintain three feet distance in classrooms. She responded to questions from the Board regarding policies, such as mask wearing.
- As shown on the dashboard, SHLA ended the year with a 96.4% attendance rate and a total enrollment of 305.
- With respect to enrollment for the 2021-2022 year, summer coordinators have begun working with new families. The first day of school will be September 1.

Meeting adjourned at 7:44 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on July 22, 2021 at which quorum was present throughout. (July 22, 2021)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

November 18, 2021 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Present
Salone Kapur	Absent (Excused)
Jennifer Ng	Present
Bianca Peart	Absent (Excused)
Elizabeth Phillips	Present
Caitlin Robisch	Absent (Excused)
Sarah Yan	Present

Also present at the meeting: Meghann Persenaire, Principal; Max Hoover, Assistant Principal; Marissa Goulbourne, Alumni Relations Manager; Sara Wlazelek, Literacy Coach; and Dan Mejias, Math Coach. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the October 21, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Apollon requested that board members continue to identify potential board candidates to replace Sarah Yan.

- **Finance Committee**

- Ms. Goulbourne provided an update to the Board on prior HARLEM scholarship recipients, including statistics on the number of recipients on track to graduate within 4 years. The Board went into executive session to further discuss the status of prior scholarship recipients, and Ms. Goulbourne provided an update on the Journey scholarship recipients—all of whom are on track to graduate within four years.
- At the suggestion of CSBM, the Board will discuss moving the surplus from 2020-2021 into the scholarship fund at the December meeting.

- Ms. Persenaire provided a brief update on enrollment. As of the end of October, total enrollment was 266. SHLA will be welcoming new sixth graders in the coming weeks, but enrollment has been slow.

- **Accountability Committee**

- Ms. Persenaire reported preliminary Interim I results. Mr. Mejias (Math Coach) offered potential explanations for the math results and provided a plan for proceeding. He provided end-year goals for each grade, discussed staffing changes during the first marking period (including that two math teachers left SHLA and a seventh grade teacher was moved down to sixth grade, and responded to questions from the Board. Ms. Wlazelek (Literacy Coach) then discussed the preliminary Interim I results for ELA, and noted areas for focus, including writing skills, as well as staffing changes this year. Ms. Wlazelek discussed plans for improvement across all three grade levels over the course of the year, including changes to the seventh grade curriculum. The Board asked questions, including about staff turnover that has occurred during this year.
- Ms. Persenaire presented the dashboard. There were three suspensions during the month of October. She also noted that attendance increased to 92% in October. Additionally, 93% of the community attended first quarter parent-teacher conferences. The Board asked about how SHLA is reintroducing restorative justice practices in light of return to school and suspensions; this topic will be discussed during the December meeting.

Meeting adjourned at 8:03 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on November 18, 2021 at which quorum was present throughout. (November 18, 2021)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

September 23, 2021 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Absent (Excused)
Kristopher John	Present
Salone Kapur	Present
Jennifer Ng	Absent (Excused)
Bianca Peart	Present
Elizabeth Phillips	Absent (Excused)
Caitlin Robisch	Absent (Excused)
Sarah Yan	Present

Also present at the meeting: Meghann Persenaire, Principal; and Max Hoover, Assistant Principal

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the August 26, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Apollon noted that the nominating committee is still accepting referrals. Ms. Yan noted she is vetting some potential replacements but will continue to attend meetings until a replacement is secured.

- **Finance Committee**

- Ms. Persenaire opened the conversation with an update of where recruitment and enrollment stands with BEDS day less than a week away. The current enrollment is 267 total students (94 8th Graders; 105 7th Graders; 68 6th Graders). SWIEP and ELL enrollment is still solid.
- Ms. Persenaire discusses some of the ways to make-up for the budget shortfall. St HOPE had a Math teacher leave, and there are no plans to refill that position. ESSER and ARP funds give the school a bit of flexibility. The Math Specialist and extra A3K teacher are covered under those umbrellas. A portion of the Principal, Director of Operations, Director of Student Support, and Director of Student Affairs salaries are being moved to ESSER and ARP as well.

- **Accountability Committee**

- Ms. Persenaire presented the ARP Grant Proposal for approval by the Board. This is the same budget proposal the Board has been discussing during previous meetings with the Data and Learning Loss Consultant removed as a result of potential budget deficit due to low enrollment. Motion to approve the budget passed unanimously.
- The Board reviewed several student academic data accountability proposals. The trimester plan was approved as it is most aligned to SHLA's academic assessment calendar.
- Ms. Persenaire moved up a discussion of her goals as Principal because the school audit will take place at the October Board Meeting. One new goal for the year is to do more in-depth analysis of student data with the Accountability Committee. In regard to the ABARP work, Ms. Persenaire is pushing to request feedback from a more diverse group of stakeholders including parents and students. The recruitment process was the same plan that led to over-enrollment last year, but it was not successful this year and needs to be reconsidered. The goal around handling financial uncertainty will be trickier this year than in past years when it has been a point of success. Ms. Persenaire is going to push herself to attach a number there as well.
- Ms. Persenaire updated the re-opening plan. SHLA opened on September 1st for new students and September 7th for returning students. Ms. Persenaire is still committed to testing 20% of the school community regardless of vaccination status despite the DOE only testing 10% of unvaccinated community members. SHLA had five total positive cases within the school in the first week. All five cases were connected to one cohort in the school and that cohort was transitioned to remote learning. It's important that families hear from SHLA first rather than the Department of Health. The school is leaning in the direction of still quarantining unvaccinated close contacts, even though the DOE will not be.

- **Assistant Principal Update**

- Mr. Hoover reported on SHLA's Family Fair, which was titled "Taste of Harlem." The fair had a more communal feeling this year than in previous years. The fair moved from the gym to under tents on the yard. Instead of there being one table of crudité, SHLA invited vendors from Harlem to share samples with students and families. Families stayed much longer than normal.

Meeting adjourned at 7:31 pm.

I, Max Hoover, do hereby certify that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on September 23, 2021 at which quorum was present throughout. (September 23, 2021).

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

January 20, 2022 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Present
Salone Kapur	Present
Jennifer Ng	Present
Bianca Peart	Present
Elizabeth Phillips	Present
Caitlin Robisch	Absent (Excused)
Sarah Yan	Present

Also present at the meeting: Meghann Persenaire, Principal; and Marissa Goulbourne, Alumni Relations Manager. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the December 16, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Apollon discussed efforts to identify potential board candidates to replace Sarah Yan.

- **Finance Committee**

- Ms. Goulbourne provided an update on applications for the HARLEM scholarship. The Board discussed the number of scholarships to award. Mr. Dalal noted that four scholarships (of \$10,000 per scholarship) would be less than 2.5% of the current value of the investment account. The Board voted unanimously to award a total of four HARLEM scholarships.
- Ms. Goulbourne provided an update on applications and interest for the Journey scholarship. There are currently two completed applications with one in progress, and the deadline is February 10. Ms. Goulbourne noted that a HARLEM scholarship recipient inquired as to whether HARLEM recipients are eligible for the Journey scholarship. Following questions from the Board and further discussion, the Board

voted unanimously to award two Journey scholarships. The Board also voted unanimously to permit HARLEM scholarship recipients to apply for the Journey scholarship.

- Ms. Persenaire discussed that, after the 2020-2021 surplus is moved into the scholarship investment account, the account will have close to \$3 million. Ms. Persenaire and Ms. Goulbourne presented on potential opportunities for use of additional funds to support St. HOPE alumni, including a textbook and supplies grant, a study abroad travel grant, an academic excellence award, and a MetroCard assistance grant. The Board discussed the various options, and also asked about other opportunities, such as supporting alumni during high school. Ms. Persenaire suggested a survey of alumni and parents (of both alumni and current students) to understand their needs and provide feedback on scholarship opportunities—for current students, high school alumni, and college alumni. The Board will continue discussing options at the March meeting.
- Ms. Persenaire provided an update on the investment account, in accordance with the Board's policy to review the account at least once per year. Mr. Dalal will provide a report on the account for discussion at the February 2022 Board meeting.
- Ms. Persenaire discussed recruitment and enrollment. In the last two weeks, SHLA has enrolled three new students, including two ELL students. Current enrollment is 268 scholars. SHLA is pursuing three main avenues for recruitment: Schola, North Star Marketing, and Vanguard. Beginning next month, Ms. Persenaire will provide updates on applications received.

- **Accountability Committee**

- Ms. Persenaire provided a COVID update. SHLA had been monitoring positivity rates over the holidays and shifted to full remote learning in early January. This ensured 100% staff attendance and 95% student attendance. SHLA returned to in-person this week, and both staff and student attendance was over 90%.
- Due to closures for COVID, testing dates have been moved. The Accountability Committee will meet on March 10, following the administration of those tests.
- Ms. Persenaire presented the December 2021 dashboard.

Meeting adjourned at 7:34 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on January 20, 2022 at which quorum was present throughout. (January 20, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

February 17, 2022 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Present
Salone Kapur	Present
Jennifer Ng	Present
Bianca Peart	Absent (Excused)
Elizabeth Phillips	Present
Caitlin Robisch	Present
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal; and Max Hoover, Assistant Principal. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the January 20, 2022 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Ms. Persenaire and Ms. Apollon discussed updates regarding a potential Board candidate and plans for a school visit as the next step.

- **Finance Committee**

- Ms. Persenaire presented the monthly finance report. SHLA has seen steady growth in projected surplus over the course of the year. Per pupil revenue is based on 260 students, although enrollment has remained steady at 265; it is therefore possible that revenue and thus surplus may increase. Ms. Persenaire explained that SHLA is continuing to overspend in recruitment, including paid Google campaigns and Vanguard mailings.
- Mr. Dalal presented an investment account analysis he prepared, showing the account balance throughout 2021. The portfolio produced income of \$84,000, and SHLA withdrew \$50,000 during 2021; earnings were

reinvested. The portfolio is conservative and remained more stable than the S&P 500; there have not been large ups and downs. The account has been hovering around the \$2.1 - \$2.2 million level, even with withdrawals for the scholarship program. The Board considered the current investment portfolio and discussed that it was comfortable with the investment strategy.

- Ms. Persenaire discussed that SHLA has approximately \$2.7 million in cash, with another \$1.2 million in grants coming over two years. The Board discussed moving \$900,000 (the amount of the 2020-2021 school year surplus) into the investment account. Following discussion, the Board voted unanimously to move \$900,000 into the investment account. Mr. Dalal noted that the increase in the investment account balance implies that an annual 2.5% withdrawal would increase from approximately \$50,000 to approximately \$75,000.
- Ms. Persenaire provided an update on recruitment and enrollment, and provided information on the number of applications received (74 in total) and success of digital campaigns. SHLA is doing 3 Vanguard mailings this year. SHLA's goal is to receive 500 applications this year. The lottery will be April 8, 2022.

- **Accountability Committee**

- Ms. Persenaire presented the January dashboard, which shows comparison of Interim 2 results to Interim 1 and to 2020-2021 results. Seventh grade scores are lower in both math and ELA, and 7th grade is SHLA's primary area of focus and concern. Leadership is encouraged by 6th grade results, particularly in ELA. SHLA is also continuing to see slow and steady growth in A3K results across all grades. Ms. Persenaire also discussed goals for 8th grade growth. The Board asked questions regarding trends and learning loss, and Ms. Persenaire noted NWEA findings that math appears to have been hit the hardest. SHLA attendance was 94% in January with zero suspensions, and Ms. Persenaire discussed withdrawals and new students.
- Ms. Persenaire noted that the Accountability Committee will be meeting on March 10 at 6:30pm.

- **Assistant Principal Update**

- Mr. Hoover discussed quarter 2 parent-teacher conferences, which were held via Zoom and had a 91% attendance rate.
- Mr. Hoover also shared that this will be his last year at SHLA, and that he will be moving to Missouri after the school year.

Meeting adjourned at 7:37 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on February 17, 2022 at which quorum was present throughout. (February 17, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

March 24, 2022 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Present
Salone Kapur	Absent (Excused)
Jennifer Ng	Present
Bianca Peart	Present
Elizabeth Phillips	Present
Caitlin Robisch	Present
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal; and Marissa Goulbourne, Alumni Relations Manager. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

Note that next Board meeting (April 28) will be held in person at SHLA.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the February 17, 2022 Board meeting were unanimously approved by the Board.

- **Accountability Committee**

- Ms. Persenaire presented the winter data analysis and discussed performance relative to growth targets for each grade and math/ELA. She noted that SHLA is managing gaps associated with remote learning and that SHLA would be looking more closely at project based learning. Ms. Persenaire shared benchmarks for NWEA growth with the Board; the benchmarks reflect the SHLA class of 2019, which made the most significant growth. Relative to this benchmark, the current 6th through 8th grade classes started the year lower than the benchmark year. Ms. Persenaire discussed 8th grade ELA, which began this year at a 209, which is where the benchmark class was at the start of 7th grade—suggesting that the current 8th grade class is a year behind. The SHLA leadership team is focused on this and is committed to rebuilding the pedagogical tools that worked with the benchmark class, including by reexamining the use of project based learning.

- Ms. Persenaire presented the dashboard, and noted attendance and suspension for the last month.
- **Finance Committee**
 - Ms. Persenaire provided a recruitment update. SHLA has currently received 125 applications for 6th grade and has received 30 applications for 7th grade, but is looking to add 30-40 students in the rising 7th grade class; the deadline is Friday, April 1.
 - Ms. Persenaire reported that she moved \$900,000 to the scholarship investment account earlier in the week.
 - The Board entered Executive Session to discuss the 2022 HARLEM Scholarship interviews and recommendations. There were 7 finalists. The Board returned from Executive Session and voted unanimously to approve the recommendations of the interview committee to award four HARLEM scholarships (\$10,000 per recipient) and three book stipend scholarships (\$1,000 per recipient). The Board will discuss the Journey Scholarship applicants at the April Board meeting.
 - Ms. Goulbourne presented to the Board on potential opportunities for scholarships for current middle and high school students, based on discussion at the January Board meeting. Examples of potential new scholarships included summer opportunities awards and a Metrocard grant.
- **Nominating Committee**
 - Ms. Persenaire and Ms. Apollon discussed the candidacy of prospective Board member Lindsey Moschet.
 - Ms. Robisch announced that she will be resigning following the June Board meeting.
- **Assistant Principal Update**
 - Ms. Persenaire announced that Mr. Hoover has accepted a job as an elementary school principal in Missouri.

Meeting adjourned at 7:45 pm.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on March 24, 2022 at which quorum was present throughout. (March 24, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan

St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

April 28, 2022 from 6:30-8:00 pm

Meeting Conducted at 222 West 134th Street New York, NY 10030
And Virtually

• **Welcome**

Call to Order

Gabrielle Apollon	Present
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Absent (Excused)
Salone Kapur	Present
Jennifer Ng	Present
Bianca Peart	Present
Elizabeth Phillips	Absent (Excused)
Caitlin Robisch	Absent (Excused)
Sarah Yan	Present

Also present at the meeting: Meghann Persenaire, Principal, and prospective board member Lindsey Moschet. The meeting took place in person, with some board members present via teleconference. The meeting was recorded.

• **Public Comment**

No requests for public comment were received.

• **Consent Agenda**

Minutes from the March 24th, 2022 Board meeting were unanimously approved by the Board.

• **Accountability Committee**

- o Ms. Persenaire provided an update on the administration of NYS exams; SHLA teachers and staff displayed signs with supportive words and laid out a red carpet for scholars to walk to class on. Ms. Persenaire shared that implementation was going smoothly, and that teachers were encouraged by scholars' stamina for the Math exam and the writing portion of the ELA exam.
- o Ms. Persenaire presented the dashboard, and noted attendance and suspension for the last month, with attendance dropping 4 percentage points from February. Ms. Persenaire noted that SHLA has begun transitioning families who have been utilizing a remote attendance option to fully in-person schooling and discussed the policy's impact on attendance in the past month. Ms. Persenaire also noted that an increase in recent COVID cases has also had a negative impact on attendance numbers. Ms. Persenaire shared that SHLA staff continues to discuss how and when to use technology for remote learning options in the future. Ms. Persenaire also reviewed SHLA's suspension policy and restorative approach.

- o Ms. Persenaire reviewed student benchmark performance data, noting that there has been steady growth in A3K.
- **Finance Committee**
 - o Ms. Persenaire shared the scholarship committee's recommendations for 2022 Journey Scholarship recipients to aid their higher education costs. **The board voted and unanimously approved Journey Scholarships for 3 nominees.**
 - o Ms. Persenaire led a review of the March Finance report, which projects a surplus of \$135,000. Ms. Persenaire noted student recruitment costs and how the enrollment numbers increased need for spending on recruitment. There were no other major updates.
 - o The board reviewed the SHLA Draft 2020 990. **The board took a vote and unanimously approved the document.**
 - o Ms. Persenaire provided an update on student recruitment numbers following the lottery which took place on April 8th, which yielded 143 6th grade applicants and 41 7th grade applicants. As of today, with continued recruitment efforts, there are 152 6th grade applicants, 59 7th grade applicants, and 29 8th grade applicants. Ms. Persenaire shared that about 40 new 7th graders will need to be enrolled to bring the 7th grade enrollment number to 100. Ms. Apollon inquired about the typical enrollment rate; Ms. Persenaire replied that 30-40% of applicants ultimately enroll and begin the school year. Enrollment targets for the 2022-2023 school year are 110 6th graders, 100 7th graders, and 90 8th graders.
- **Nominating Committee**
 - o Prospective Board member Lindsey Moschet introduced herself and expressed her interest in joining the board.
 - o Ms. Persenaire and Ms. Apollon discussed the interest of prospective board member Katie Embree.
- **Assistant Principal Update**
 - o Ms. Persenaire presented a video to the board that showed SHLA alumni Journey Scholar nominees reflecting on their college experience and how time at SHLA prepared them for their collegiate careers.

Meeting adjourned at 7:27 pm. Board entered executive session.

I, Maureen Higgins, do hereby certify that I am the duly qualified and acting interim Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on April 28th, 2022 at which quorum was present throughout. (April 28, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

May 26, 2022 from 6:30-8:00 pm

Meeting Conducted at 222 West 134th Street New York, NY 10030
And Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Present (Virtual)
Ankur Dalal	Present
Maureen Higgins	Present
Kristopher John	Present (Virtual)
Salone Kapur	Absent (Excused)
Jennifer Ng	Present (Virtual)
Bianca Peart	Present
Elizabeth Phillips	Absent (Virtual)
Caitlin Robisch	Present (Virtual)
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal; Marissa Goulbourne, Alumni Relations Manager; and prospective board member Lindsey Moschet. The meeting took place in person, with some board members present via teleconference. The meeting was recorded.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the April 28, 2022 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Sarah Yan will be resigning from the Board.
- The Board voted unanimously to approve Lindsey Moschet as a Board member.

- **Finance Committee**

- Ms. Goulbourne presented to the Board on the proposed Planting the Seed summer scholarships, including a list of middle and high school opportunities. The Board asked about the various programs, how applications might be prioritized to accommodate a \$25,000 budget, and other questions. Following further discussion, the Board voted unanimously to approve the Planting the Seed Scholarship, based on a 2.5% withdrawal from the Scholarship Fund (approximately \$25,000).

- Ms. Persenaire led a discussion of the proposed FY23 budget. She noted that the budget is based on 275 pupils, rather than 295 as in past years, and explained the basis for various revenue line item projections. She also discussed the impact of shorter-term COVID-related grants, including staff positions funded by those grants. Ms. Persenaire also reported that SHLA will be receiving a \$86,400 grant to fund an on-site summer program of 5 weeks for 80 scholars. Ms. Persenaire and the Board discussed projected expenses, and the potential impact of inflation on the proposed budget.
- Ms. Persenaire provided an update regarding recruitment and enrollment, including that a different staff member will be leading efforts, that include a return to previous traditional strategies (e.g., partnering with standalone charter elementary schools and with A3K schools).
- **Accountability Committee**
 - Ms. Persenaire discussed updates to the open meetings law. There are two options for the Board going forward. In the first option, addresses for Board members attending virtually will be listed on meeting agendas prior to the meeting, and removed following the meeting; those individuals can vote and count toward quorum. In the second option, all members attending remotely could vote but only those attending in person would count toward quorum. The Board currently operates under Option 1, and agreed to continue with that approach.
 - Ms. Persenaire presented the April dashboard. She noted that April attendance decreased, and attributed this change to COVID-related absences as well as to the fact that SHLA's spring break conflicted with that of other charter schools. Ms. Persenaire also explained the reason for suspensions last month.
- **Principal Update**
 - Ms. Persenaire invited the Board to the graduation ceremony, which is to take place on Friday, June 24 from 4-6 pm in the yard.

Meeting adjourned at 7:49 pm. Board entered executive session.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting interim Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on May 26, 2022 at which quorum was present throughout. (May 26, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Lindsey Moschet
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

June 23, 2022 from 6:30-8:00 pm

Meeting Conducted at 222 West 134th Street New York, NY 10030
And Virtually

• **Welcome**

Call to Order

Gabrielle Apollon	Present (Virtual)
Ankur Dalal	Present
Maureen Higgins	Present (Virtual)
Kristopher John	Present (Virtual)
Salone Kapur	Present (Virtual)
Lindsey Moschet	Present (Non-voting)
Jennifer Ng	Present (Virtual)
Bianca Peart	Present (Virtual)
Elizabeth Phillips	Absent (Virtual)
Caitlin Robisch	Present (Virtual)
Sarah Yan	Absent (Excused)

Also present at the meeting: Meghann Persenaire, Principal. The meeting took place in person, with some board members present via teleconference. The meeting was recorded.

• **Public Comment**

No requests for public comment were received.

• **Consent Agenda**

Minutes from the May 26, 2022 Board meeting were unanimously approved by the Board.

• **Nominating Committee**

- Caitlin Robisch will be resigning from the Board. The Board thanked her for her service.
- Lindsey Moschet has not yet been approved as a voting member.
- Ms. Apollon discussed Katie Embree as a Board member candidate.
- Given that Ms. Apollon will be out for several months, Ms. Kapur will take over nominating committee duties and Mr. John will be acting VP.
- The Board reviewed and voted unanimously to approve the proposed 2022-2023 slate of officers and committee assignments. Ms. Moschet will be on the Accountability and Nominating Committee.
- The Board reviewed the proposed 2022-2023 Board calendar. Following discussion, the Board determined to move the July and August meetings to Thursday, July 14 and Thursday, August 18. The Board voted unanimously to approve the proposed 2022-2023 Board calendar with these changes.
- Board members will be receiving requests to complete annual disclosures over the next month.

- **Finance Committee**

- Ms. Persenaire presented the May Finance Report, and noted the expected annual surplus. Due to unrealized losses in the investment report, there may be losses at year-end.
- The Board reviewed the FY2023 proposed budget. Ms. Persenaire responded to questions raised at the last meeting, such as how inflation has been considered in the budget. Following additional discussion, the Board voted unanimously to approve the FY2023 budget.
- Ms. Persenaire provided an update on recruitment and enrollment. She noted that she has moved the responsibility from the Director of Operations to an Interim Director of Recruitment and Enrollment. Strategy for recruitment has slightly shifted, and SHLA is targeting catholic schools as well as some Harlem and Bronx schools. Ms. Persenaire also responded to questions from the Board, such as regarding the status and success of SHLA's marketing strategy.

- **Accountability Committee**

- Ms. Persenaire presented on her FY 2022 goal reflections. She addressed student growth, financial performance, and suspensions, among other things.
- The Board entered executive session to discuss the performance evaluation for Ms. Persenaire.

Meeting adjourned at 8:06 pm. Board entered executive session.

I, Elizabeth Phillips, do hereby certify that I am the duly qualified and acting interim Secretary of St. HOPE Leadership Academy, a New York education corporation and that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on June 23, 2022 at which quorum was present throughout. (June 23, 2022)

Board of Trustees

Gabrielle Apollon (Vice President)
Ankur Dalal (President)
Maureen Higgins (Treasurer)
Kristopher John
Salone Kapur
Jennifer Ng
Bianca Peart
Elizabeth Phillips (Secretary)
Caitlin Robisch
Sarah Yan



St. HOPE Leadership Academy Board of Trustees Board Meeting

MINUTES

December 16, 2021 from 6:30-8:00 pm
Meeting Conducted Virtually

- **Welcome**

Call to Order

Gabrielle Apollon	Absent (Excused)
Ankur Dalal	Present
Maureen Higgins	Absent (Excused)
Kristopher John	Present
Salone Kapur	Present
Jennifer Ng	Present
Bianca Peart	Present
Elizabeth Phillips	Absent (Excused)
Caitlin Robisch	Present
Sarah Yan	Present

Also present at the meeting: Meghann Persenaire, Principal and Max Hoover, Assistant Principal. Due to the COVID-19 outbreak, the meeting took place via video conference. The meeting is being recorded and will be posted, along with a transcription, to the SHLA website.

- **Public Comment**

No requests for public comment were received.

- **Consent Agenda**

Minutes from the November 18, 2021 Board meeting were unanimously approved by the Board.

- **Nominating Committee**

- Mr. Dalal reminded board members to continue to identify potential board candidates to replace Sarah Yan.

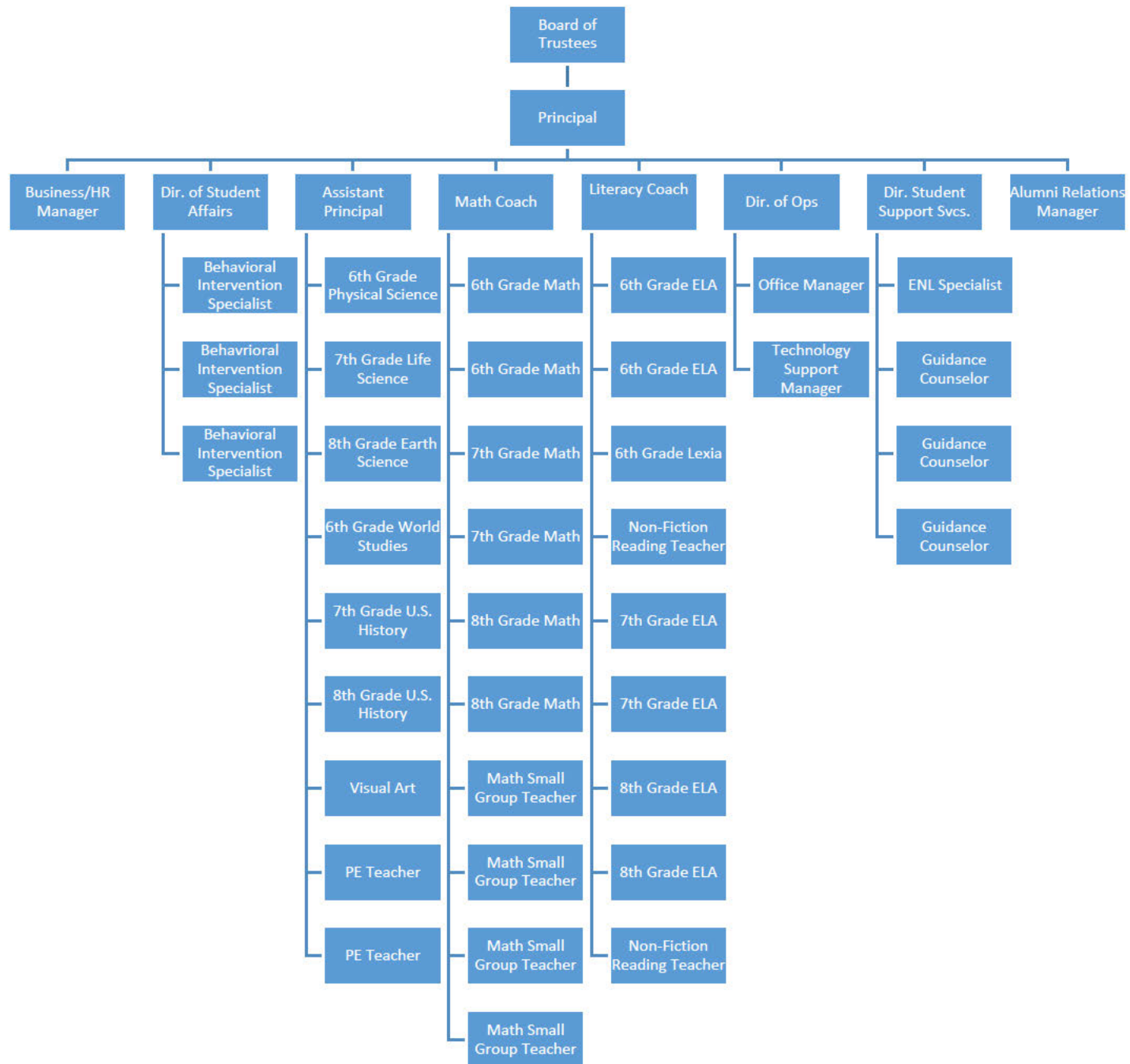
- **Finance Committee**

- Ms. Persenaire provided an update on the 2020-21 surplus and current cash on hand. We ended the 2020-21 fiscal year with a \$900,000 surplus with \$2.47M cash on hand at the end of December, 2021. The school typically averages approximately \$3.1M cash on hand at the end of the calendar year, with the current deficit being largely due to ARP funds not yet being released. Ms. Persenaire's recommendation, supported by CSBM, is that we wait to move the surplus to the investment account until the ARP funds are released. **The Board unanimously approved a motion to delay the transfer of the surplus to the investment account until we receive our ARP funds.**

- Ms. Persenaire reviewed the November Finance Report, noting that the projected surplus has increased and that the budget is based on an enrollment of 260, with our actual enrollment remaining steady at 265. She noted that we are still anticipating a cut to our Title funding based on enrollment and reviewed that we have cancelled all field trips for both budget and health/safety reasons and cancelled all hot spots. Ms. Persenaire noted that she is open to activating them again if we are forced to learn remotely for an extended period of time. The Board asked if there were sufficient hot spots for students in need, and Ms. Persenaire responded affirmatively. In addition, the Board suggested that we consider testing 100% of our students and staff. Ms. Persenaire offered to research the cost of doing that with our current vendor. Ms. Persenaire noted the school is overspending on student recruitment and enrollment to plan for the future, with plans to utilize Vanguard and continue utilizing Schola and North Star Marketing. She also noted that the school recently purchased a new server.
- Ms. Persenaire directed the Board to the school's new website.
- **Accountability Committee**
 - Ms. Persenaire, along with members of the Accountability Committee, provided a summary of the recent "Deep Dive" conducted by the Accountability Committee. In summary, students with IEPs and ELLs continue to be on track, as the school is observing comparable and positive trends as in years past. Overall growth has declined, but the school is encouraged that their goals are within reach. The Accountability Committee requested the following next steps: review a cohort's progression and set benchmarks; review NYS assessments to compare our performance to the City and State; and provide a summary of how students experience our school if they have both an IEP and are an English Language Learner.
 - Ms. Persenaire presented a summary of the 2020-21 NYC School Survey. The Board discussed results, noting that when asked if we have conversations about race and racism, our students responded positively (93%) to that question. Ms. Persenaire noted a lower response rate around the difficulty of questions being asked by teachers. With the survey being administered virtually to the majority of respondents, response rates were down from past years but still exceeded City averages.
 - Ms. Persenaire presented the dashboard. Attendance increased to 95% in November. Enrollment remained steady, and the CCR growth is steady but slower than we would like. There was one suspension in November.
- **Assistant Principal Update**
 - Mr. Hoover provided an overview of our school's implementation of restorative practices.

Meeting adjourned at 7:53 pm.

I, Max Hoover, do hereby certify that the above is a true and complete copy of the minutes of the meeting of the Board of Trustees of the said corporation held on December 16, 2021 at which quorum was present throughout. (December 16, 2021).





Academic Calendar 2022 - 2023

AUGUST						
Su	M	Tu	W	Th	F	Sa
	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			

August 22	All New Teachers Report
August 24	All Teachers Report
August 31 - Sept 2	New Student Orientation
August 31 - Sept 2	12:30 p.m. Student Dismissal

SEPTEMBER						
Su	M	Tu	W	Th	F	Sa
				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	

September 1	Family Fair from 4:30 to 6 p.m.
September 5	No School: Labor Day
September 6	All Students Report

OCTOBER						
Su	M	Tu	W	Th	F	Sa
						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

October 10	No School: Indigenous Peoples' Day
October 28	Quarter 1 Ends

NOVEMBER						
Su	M	Tu	W	Th	F	Sa
30	31	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 31	Staff Development
November 8	Election Day: No School for Students
November 9	Parent Teacher Conferences (10 a.m. - 5 p.m.)
November 9	Parent-Teacher Conferences (2-7)
November 9	12:30 p.m. Dismissal
November 11	No School: Veteran's Day
November 23 - 25	No School: Thanksgiving Holiday

DECEMBER						
Su	M	Tu	W	Th	F	Sa
				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

Dec 22 - Dec 30	Term Break
Dec 22 - Dec 30	Office Closed

JANUARY						
Su	M	Tu	W	Th	F	Sa
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 2	Staff Development
January 16	No School: Rev. Dr. Martin Luther King Jr. Day
January 20	Quarter 2 Ends

FEBRUARY						
Su	M	Tu	W	Th	F	Sa
			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				

February 1 and 2	12:30 Student Dismissal
February 1	Parent-Teacher Conferences (2-7)
February 2	Parent-Teacher Conferences (2-7)
February 20 - 24	No School: Midwinter Recess
February 27	Staff Development

MARCH						
Su	M	Tu	W	Th	F	Sa
			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						
Su	M	Tu	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 3 - 10	Spring Break
April 19 - 20	NYS ELA Exams: 1:15 Dismissal
April 21	No School: Eid al-Fitr

MAY						
Su	M	Tu	W	Th	F	Sa
30	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 2-3	NYS Math Exams: 1:15 Dismissal
May 15 - 26	NYSELAT Exams
May 29	No School: Memorial Day

JUNE						
Su	M	Tu	W	Th	F	Sa
				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	

June 1	US History Regents Exam at 9:15 a.m.
June 16	Earth Science Regents Exam at 9:15 a.m.
June 19	No School: Juneteenth
June 20 - 21	1:15 p.m. Dismissal
June 22	Last Day of School: 12:30 p.m. Dismissal
June 23	Graduation 4:00

JULY						
Su	M	Tu	W	Th	F	Sa
						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

Quarter 1 Days 41

First Day: August 31

Last Day: October 29

Quarter 2 Days 48

First Day: October 31

Last Day: January 20

Quarter 3 Days 45

First Day: January 24

Last Day: March 31

Quarter 4 Days 50

First Day: April 10

Last Day: June 22

TOTAL DAYS 184

LEGEND

	NO SCHOOL for Students and each
3	(Bold & Italic Friday Early Release 5 dismissal)
	Parent Teacher Conferences
	New York State Testing Dates
	Inservice for Teachers and Staff