

Application: INNOVATION CHARTER HIGH SCHOOL

Stephen Falla Riff - stephen.fallariff@innovationhighschool.org
2021-2022 Annual Report

Summary

ID: 0000000357

Status: Annual Report Submission

Last submitted: Nov 1 2022 03:03 PM (EDT)

Entry 1 School Info and Cover Page

Completed - Sep 15 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)

INNOVATION CHARTER HIGH SCHOOL 800000067032

a1. Popular School Name

Innovation

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 # 4 - MANHATTAN

e. DATE OF INITIAL CHARTER

12/2009

f. DATE FIRST OPENED FOR INSTRUCTION

9/2006

c. School Unionized

Is your charter school unionized?

No

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

MISSION STATEMENT

Innovation nurtures and develops students to be academically successful, socially mature, emotionally healthy, and equipped to lead self-directed and fulfilling lives.

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	College & Career Readiness: For students at all grade levels, CCR utilizes the college and career readiness curriculum to teach and reinforce literacy, collaborative problem solving and critical thinking skills designed to provide opportunities to students who have been underrepresented historically in higher education. This is accomplished through experiential learning opportunities in our CTE, Enrichment Week courses, community service and internship opportunities, which link career interests with post-high school plans.
KDE 2	Integrated Co-Teaching (ICT) Program: Effective instruction and support is delivered to students through its Integrated Co-Teaching Model in core subject classroom with two educators (i.e. a GenEd teacher and a SPED teacher). The model

	allows teachers to employ tiered interventions and accelerated learning to meet all students' needs within the classroom, including ELL, SPED, literacy, and numeracy supports. Teachers employ social-emotional learning and principles of culturally responsive teaching to equitably develop all learners.
KDE 3	<p>At-Risk Intervention Through Data Informed Decisions:</p> <p>The Inclusive Education Team composed of counselors, teachers and administrators collaborates at every grade level to identify the need for multi-tiered systems for student support. These teams rely upon the analysis of a cross section of student data from the Data Team including grades, scores, credits, attendance, behavior, anecdotes from teachers, students, and parents to identify how students are progressing toward achieving their goals and support in closing the achievement gap.</p>
KDE 4	<p>Literacy Through Reading and Writing Across All Curricula:</p> <p>At Innovation, students develop the tools to access complex ideas, clearly articulate their ideas and communicate with multiple audiences in various formats. To increase literacy through reading and writing, Innovation employs the TWR writing development program, literacy comprehension and vocabulary development strategies across all curriculum. Tier 2 and Tier 3 literacy interventions are provided so all students can succeed.</p>
KDE 5	<p>Ongoing Enrollment:</p> <p>Innovation believes as many students as possible should benefit from the unique programming opportunities available with our school to prepare them for college, career and life post high school. Therefore, we do not close our admissions process in September, but continuously enroll students throughout the year. These students have varying degrees of academic success and challenges prior to arrival at Innovation.</p>

KDE 6	Shared Leadership Through Staff Development: All staff experience individual professional development plans (IPGP) that align to the shared school goals. Because staff lead professional development and school change initiatives at different levels within the organization, we practice a shared leadership approach. The School Management Team, chaired by the Executive Director and Principal, ultimately oversees operational matters and governance, instruction and student-related matters, finance, human resources, and staffing.
KDE 7	Equitable Student Culture and Discipline: Our approach to student culture and discipline is rooted in principles of equitable, anti-bias policies, restorative justice, collaborative problem solving, Positive Behavioral Interventions and Supports, Social-Emotional support, robust family engagement and the conviction that suspensions and expulsions are applied only after systematic efforts to address the underlying issues have failed. The Attendance Team creates data-based tailored interventions to reengage students in learning.
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

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

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

460

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

415

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

Check all that apply

Grades Served

9, 10, 11, 12

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.

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	410 East 100 St, NY, NY 10029	2127225871	NYC CSD 4	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Stephen Falla Riff	Executive Director	212-722-5871	212-722-5871	stephen.fallariff@innovationhighschool.org
Operational Leader	Mekayah Logan	Manager of Operations & HR	212-722-5871	212-722-5871	mekayah.logan@innovationhighschool.org
Compliance Contact	Terence Joseph	Principal	212-722-5871	212-722-5871	terence.joseph@innovationhighschool.org
Complaint Contact	Mekayah Logan	Manager of Operations & HR	212-722-5871	212-722-5871	mekayah.logan@innovationhighschool.org
DASA Coordinator	Danielle Martin	Dean of Discipline	212-722-5871	212-722-5871	danielle.martin@innovationhighschool.org
Phone Contact for After Hours Emergencies	Stephen Falla Riff	Executive Director	212-722-5871	212-722-5871	stephen.fallariff@innovationhighschool.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	None	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	Stephen Falla Riff
Position	Executive Director
Phone/Extension	212-722-5871-315
Email	stephen.fallariff@innovationhighschool.org

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

Responses Selected:

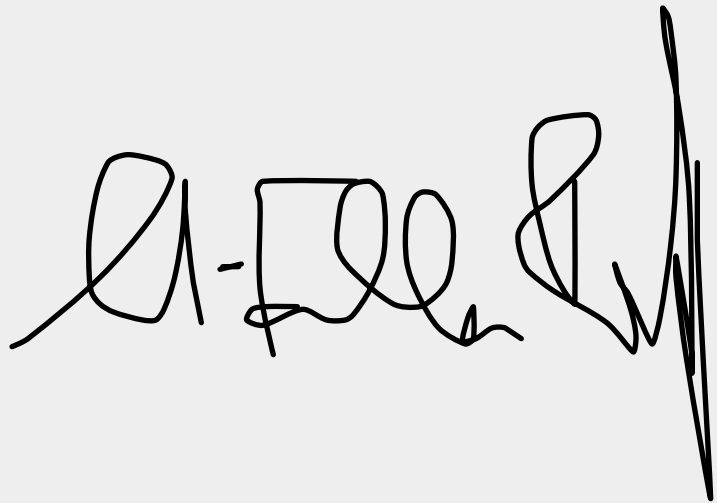
Yes

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

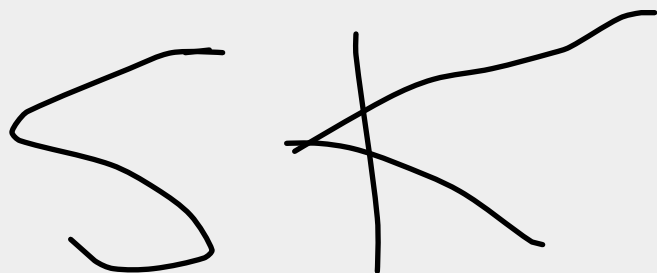
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is stylized, starting with a large 'A' followed by a hyphen and several loops, ending with a sharp vertical stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature consists of a large 'S' followed by a stylized 'K' or 'X' shape.

Date

Sep 15 2022

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.

INNOVATION CHARTER HIGH SCHOOL 800000067032

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
	For each year of the school's renewal charter term, at least 75% of students in the			Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments: - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of

<p>Academic Goal 1</p>	<p>relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>	<p>None of the graduation accountability cohort students took ELA regents exams here at Innovation due to covid policies.</p>	<p>Unable to Assess</p>	<p>Regents Exam vocabulary in each lesson</p> <ul style="list-style-type: none"> - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary.
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				- PD: Differentiating Writing Revolution Strategies for multiple learning needs
Academic Goal 2	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	22% of the graduation accountability cohort earned a score of 75 or higher on a math regents here at Innovation. None of the graduation accountability cohort students retook Math regents exams here at Innovation due to covid	Unable to Assess	Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments: - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess content/skills needs. - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory

	<p>A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted.</p>	<p>exemption policies.</p> <p>60% of the graduation accountability cohort earned an exemption on a math regents here at Innovation.</p>	<p>Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation</p> <p>- PD: Charter Goal progress measured at each department meeting and strategies employed to get there.</p> <p>- PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.</p>
	<p>For each year of the school's renewal charter</p>		<p>Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <p>- Tier 1 ICT Models: Strategic, Targeted</p>

Academic Goal 3	<p>term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the</p>	None of the graduation accountability cohort students took ELA regents exams here at Innovation due to covid policies.	Unable to Assess	<p>Grouping based on Diagnostics and Assessments</p> <ul style="list-style-type: none"> - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents
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	four cohort high school years.			<ul style="list-style-type: none"> - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
	<p>For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by</p>	<p>11.1% of the graduation accountability cohort with disabilities earned a score of 75 or higher on a math regents here at Innovation.</p> <p>None of the</p>		<p>Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess content/skills needs. - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam

Academic Goal 4	<p>the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high school years.</p>	<p>graduation accountability cohort students retook Math regents exams here at Innovation due to covid exemption policies.</p> <p>65% of the students with disabilities in the graduation accountability cohort earned an exemption on a math regents here at Innovation.</p>	Unable to Assess	<ul style="list-style-type: none"> - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department meeting and strategies employed to get there. - PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.
				Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution

<p>Academic Goal 5</p>	<p>For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered</p>	<p>None of the graduation accountability cohort students took ELA regents exams here at Innovation due to covid policies.</p>	<p>Unable to Assess</p>	<p>Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development
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	English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.		and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core	18.2% of the graduation accountability cohort English Language Learners earned a score of 75 or higher on a	Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments: - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess content/skills needs. - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and

<p>Academic Goal 6</p>	<p>Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.</p>	<p>math regents here at Innovation.</p> <p>18.2% of the graduation accountability cohort English Language Learners earned a score of 75 or higher on a math regents here at Innovation.</p> <p>None of the graduation accountability cohort students retook Math regents exams here at Innovation due to covid exemption policies.</p> <p>63% of English language learners in the graduation accountability cohort earned an exemption on a math regents here at Innovation.</p>	<p>Unable to Assess</p>	<p>Assessments</p> <ul style="list-style-type: none"> - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department meeting and strategies employed to get there. - PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.
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<p>Academic Goal 7</p>	<p>For each year of the schools renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED four-year graduation accountability cohort will earn at least a mark of 75 on an English Regents Exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one English Regents Exam during the time they were actively enrolled at the</p>	<p>None of the graduation accountability cohort students took ELA regents exams here at Innovation due to covid policies.</p>	<p>Unable to Assess</p>	<p>Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English
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	<p>school, and only English Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.</p>		<p>Enhancement Course for students in need</p> <ul style="list-style-type: none"> - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
	<p>For each year of the school's renewal charter term, at least 75% of students qualified for the Free or Reduced Price Lunch program in the relevant NYSED</p>	<p>24.1% of the graduation</p>	<p>Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and

Academic Goal 8	<p>four-year graduation accountability cohort will earn at least a mark of 75 on a math Regents Exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.</p> <p>A student will be counted toward this goal if they have taken at least one math Regents Exam during the time they were actively enrolled at the school, and only math Regents Exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the Free or Reduced Price Lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of</p>	<p>accountability cohort who qualify for Free or Reduced Price Lunch earned a score of 75 or higher on a math regents here at Innovation.</p> <p>24.1% of the graduation accountability cohort who qualify for Free or Reduced Price Lunch earned a score of 75 or higher on a math regents here at Innovation.</p> <p>None of the graduation accountability cohort students retook Math regents exams here at Innovation due to covid exemption policies.</p> <p>96% of students qualifying for FRPL program in the graduation accountability cohort earned an exemption on a math regents here at Innovation.</p>	Unable to Assess	<p>students can accurately assess content/skills needs.</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department meeting and strategies employed to get there. - PD: Differentiating Writing Revolution Strategies for
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	any of the four cohort high school years.			multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.
	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or	There are not two		<p>Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide

Academic Goal 9	Common Core English Regents Exam. This goal will be applicable if, for at least two consecutive years, six or more students take either exam.	consecutive years of data	Unable to Assess	<p>explicit direct instruction to prepare for regents exam</p> <ul style="list-style-type: none"> - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
				Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and

Academic Goal 10	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.</p>	There are not two consecutive years of data	Unable to Assess	<p>Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess content/skills needs. - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department
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				<p>meeting and strategies employed to get there.</p> <p>- PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.</p>
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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
				Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:

Academic Goal 11	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.</p>	There are not two consecutive years of data	Unable to Assess	<ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department meeting and strategies employed to get there. - PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word
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				problems and improve the articulation of their thinking.
Academic Goal 12	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.	There are not two consecutive years of data	Unable to Assess	<p>Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured

				<p>at each department meeting and strategies employed to get there.</p> <p>- PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.</p>
				<p>USH - End Exam</p> <p>- ICT model improvement.</p> <p>Parallel teaching, Targeted Strategic Groupings and Alternative Teaching informed by student performance data and academic needs.</p> <p>- Collaboration with ELL/MLL teacher and USH teachers leading to increased student performance</p> <p>- ActivelyLearn differentiation and chunking and critical reading skills</p> <p>- Mid-Terms are regents formatted to continue</p>

<p>Academic Goal 13</p>	<p>In each year of the charter term, the school will demonstrate increased pass rates on at least one history Regents Exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years.</p>	<p>There are not two consecutive years of data</p>	<p>Unable to Assess</p>	<p>formative regents writing prompts .</p> <ul style="list-style-type: none"> - Castle Learning helps capture skills performance - Spiral learning helps integrated skills and content that needs review into current units, so students' mastery is continuously assessed. Students given opportunity to show growth over long period time. - TWR structures increase students' critical reading and structured expository and persuasive writing <p>Global 10</p> <ul style="list-style-type: none"> - Daily lessons objectives and activities reinforce regents skills and content - Teaching students active reading skills - Students identify key aspects of documents 5 Ws and their historic context by using primary docs mainly, but some secondary and tertiary docs. All example texts are from prior regents
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				<p>exams.</p> <ul style="list-style-type: none"> - TWR structures increase students' critical reading and structured expository and persuasive writing - Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Adjusting Instruction and creating academic in-class interventions based on Interim Assessment Data Analysis
				<p>"- Digital Protfolios for Students: Unit Tests, Regents Based skills Assessment, Interim Assessments, Labs Pilot in LE, Digital Flash Cards Student Individualized Google Site. Compiled on regular basis, so students can</p>

Academic Goal 14	<p>In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents Exam. Goal will be applicable if six or more students take the same science Regents Exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years.</p>	There are not two consecutive years of data	Unable to Assess	<p>assess their skills development and focus reviews on areas of growth. Teachers use it to conference with students.</p> <p>Student Digital Portfolios:</p> <ul style="list-style-type: none"> - Students catalog and evaluate their completed Unit Exams, Regents Based Skills Assessments, Interim Assessments, Lab Reports, Digital Flash Cards into individualized students Google Sites. - Students use prior assessments to evaluate their content/skills development and create action plans for discovered growth areas. - Teachers use student digital portfolios to conference with students and help them create growth action plans - Mandatory Teacher Office Hours for computation, problem solving, critical reading &
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				writing skills development and exam preparation
Academic Goal 15	For each year of the school's renewal charter term, the school's 4-year graduation rate in June of each year as reported by NYSED will be at or above the citywide averages.	Citywide Averages unavailable	Unable to Assess	
Academic Goal 16	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for English language learners as reported by NYSED will be at or above the citywide averages.	Citywide Averages unavailable	Unable to Assess	
Academic Goal 17	For each year of the school's renewal charter term, the school's 4-year graduation rate as of June each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	Citywide Averages unavailable	Unable to Assess	
	For each year of			

Academic Goal 18	the school's renewal charter term, the school's 4-year graduation rate as of June each year for students eligible for Free or Reduced Price Lunch as reported by NYSED will be at or above the citywide averages.	Citywide Averages unavailable	Unable to Assess	
Academic Goal 19	For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their first year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	81.52% of first year students earned 10 or more credits at Innovation.	Met	
				<ul style="list-style-type: none"> - Implementation of Tiered MTSS intervention program - Grade Team interventions - Warrior Workrooms (Teacher Office Hours for every subject available to students) - Graduation Action Plans

Academic Goal 20	<p>For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their second year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.</p>	<p>72.45% of second year students earned 10 or more credits at Innovation.</p> <p>This is progress over last year's 64.4%.</p>	Not Met	<p>created before the start of each year and infused into all Intervention services for students.</p> <ul style="list-style-type: none"> - Each student has an Advisor who monitors grades and provides academic guidance - October 1st Academic intervention conferences for students with credit deficiencies from last year. Process repeats for Semester Two - School Counselor 1-on-1 conferences on graduation pathways, supports and credit opportunities - PTC conferences for students at-risk of not matriculating - Academic Probation: Mandatory Teacher Office Hours for academic interventions and monitoring - Formative and IA data to inform in-class interventions - Students have two week window to relearning &
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				reassess to improve understanding, skills and academic grades. - Credit Acceleration Program
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3. Do have more academic goals to add?

(No response)

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 Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
				<ul style="list-style-type: none"> - Implementation of Tiered MTSS intervention program - Grade Team interventions - Warrior Workrooms (Teacher Office Hours for every subject available to students) - Graduation Action Plans created before the start of each year and infused into all

Academic Goal 21	<p>For each year of the school's renewal charter term, the school will show progress towards having 75% of students enrolled in their third year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.</p>	<p>61.17% of third year students earned 10 or more credits at Innovation.</p>	<p>Not Met</p>	<p>Intervention services for students.</p> <ul style="list-style-type: none"> - Each student has an Advisor who monitors grades and provides academic guidance - October 1st Academic intervention conferences for students with credit deficiencies from last year. Process repeats for Semester Two - School Counselor 1-on-1 conferences on graduation pathways, supports and credit opportunities - PTC conferences for students at-risk of not matriculating - Academic Probation: Mandatory Teacher Office Hours for academic interventions and monitoring - Formative and IA data to inform in-class interventions - Students have two-week window to relearning & reassess to improve understanding,
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				skills and academic grades. - Credit Acceleration Program
Academic Goal 22	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.	75.22% Daily Attendance Citywide Averages unavailable	Unable to Assess	<p>Interventions</p> <ul style="list-style-type: none"> - Tier 2 & 3 interventions using data from prior school year to identify students struggling. - Attendance data share with students and families every reporting period - Attendance meetings with certified counselors - Letters home to families for egregious attendance issues - Home visits <p>Promotion of Positive Attendance</p> <ul style="list-style-type: none"> - Earlier competitions - Data driven approach targeting specific behaviors and not general attendance - I-Bucks incentive program.
				Data Base Instruction & Intervention based on NWEA Map

Academic Goal 23	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	None of the graduation accountability cohort students took ELA regents exams here at Innovation due to covid policies.	Unable to Assess	<p>Data, Writing Revolution</p> <p>Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical
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				<p>reading & writing skills development and exam preparation</p> <ul style="list-style-type: none"> - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
Academic Goal 24	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 65 or above by the end of their fifth year.	80% of the fifth year students earned a score of 65 or higher on the ELA regents here at Innovation.	Met	
				Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim

Academic Goal 25	<p>Each year, the percentage of students in the high school accountability cohort passing an English Regents exam with a score of 75 or better by the end of their fourth year will exceed that of the average percentage of students passing an English Regents exam in the NYCDOE-approved “comparison” group of NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.</p>	No access to comparable data	Unable to Assess	<p>Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each lesson - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation
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				<ul style="list-style-type: none"> - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating Writing Revolution Strategies for multiple learning needs
	Each year, the percentage of			<p>Data Base Instruction & Intervention based on NWEA Map Data, Writing Revolution Diagnostic Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 1: Increasing the frequency of Regents styled assessments and examination of Regents Exam vocabulary in each

Academic Goal 26	<p>students in the high school accountability cohort passing an English Regents exam with a score of 65 or better by the end of their fifth year will exceed that of the average percentage of students passing an English Regents exam in the NYCDOE-approved “comparison” group of 8 NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.</p>	No access to comparable data	Unable to Assess	<p>lesson</p> <ul style="list-style-type: none"> - Tier 1 Using scaffolded and differentiated Writing Revolution Strategies to increase student critical thinking and reading - Tier 2: Regents Academy for 12th graders to provide explicit direct instruction to prepare for regents exam - Tier 2: Read180 Diagnostics & English Enhancement Course for students in need - Tier 3: Mandatory Teacher Office Hours for critical reading & writing skills development and exam preparation - PD: Instructional & Curriculum Coaching for 9th Grade ELA to prep students for regents - PD: Refining curriculum with strict alignment with regents: model regents questions and key regents vocabulary. - PD: Differentiating
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				Writing Revolution Strategies for multiple learning needs
Academic Goal 27	Each year, at least 75 percent of students in the high school accountability cohort passing a Math Regents exam will have a score of 75 or above by the end of their fourth year.	<p>21.5% of the graduation accountability cohort earned a score of 75 or higher on a math regents here at Innovation.</p> <p>None of the graduation accountability cohort students retook Math regents exams here at Innovation due to covid exemption policies.</p>	Unable to Assess	<p>Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:</p> <ul style="list-style-type: none"> - Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess content/skills needs. - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office

		<p>60% of the graduation accountability cohort earned an exemption on a math regents here at Innovation.</p>	<p>Hours for computation, problem solving, critical reading & writing skills development and exam preparation</p> <p>- PD: Charter Goal progress measured at each department meeting and strategies employed to get there.</p> <p>- PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students can better interpret word problems and improve the articulation of their thinking.</p>
			<p>Data Base Instruction & Intervention based on NWEA Map Data, Interim Assessments, and Regents Based Formative Assessments:</p> <p>- Tier 1: Standards Based Grading in all Algebra 1 classes so teachers and students can accurately assess</p>

Academic Goal 28	Each year, at least 75 percent of students in the high school accountability cohort passing a Math Regents exam will have a score of 65 or above by the end of their fifth year.	75.2% of the fifth year students earned a score of 65 or higher on their math regents here at Innovation.	Met	<p>content/skills needs.</p> <ul style="list-style-type: none"> - Tier 1 ICT Models: Strategic, Targeted Grouping based on Diagnostics and Assessments - Tier 2: Regents Academy for all grades to provide explicit direct instruction to prepare for regents exam - Tier 2: Hiring a Math intervention Specialist to provide specialized courses for content/skills acceleration - Tier 3: Mandatory Teacher Office Hours for computation, problem solving, critical reading & writing skills development and exam preparation - PD: Charter Goal progress measured at each department meeting and strategies employed to get there. - PD: Differentiating Writing Revolution Strategies for multiple learning needs, so students
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				can better interpret word problems and improve the articulation of their thinking.
Academic Goal 29	Each year, the percentage of students in the high school accountability cohort passing a Math exam with a score of 75 or better by the end of their fourth year will exceed that of the average percentage of students passing a Math Regents exam in the NYCDOE-approved “comparison” group of NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.	No access to comparable data	Unable to Assess	
	Each year, the percentage of students in the high school accountability cohort passing a Math exam with a score of 65 or			

Academic Goal 30	<p>better by the end of their fifth year will exceed that of the average percentage of students passing a Math Regents exam in the NYCDOE-approved “comparison” group of NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.</p>	No access to comparable data	Unable to Assess	
Academic Goal 31	<p>At least 75 percent of 12th grade students will apply and be accepted to post-secondary institutions, colleges or universities within one year of their graduation from Innovation. This goal will be measured by a review of the school’s roster of 12th grade students and their letters of admission or acceptance or similar evidence of acceptance.</p>	82% of students met this goal	Met	

Academic Goal 32	Each year, at least 75 percent of the students enrolled in the College and Career Readiness (CCR) program will visit a college and/or other post-secondary institution of learning.	64% of students met this goal	Not Met	<p>Attending School sponsored college tours count as a class grade.</p> <p>Students' interests are explored and best practices for college visits are taught before visits happen. Last year and this year, colleges require students to be vaccinated to attend colleges, especially CUNY Schools. All of our students are not vaccinated.</p> <p>Students will attend virtual college visits monthly as an alternative.</p>
Academic Goal 33	Each year, at least 80 percent of students enrolled as of BEDS Day will complete the CCR requirements successfully to advance to the next level and at least 85 percent of 12th grade students enrolled in the CCR program will meet the program requirements for successfully exiting the program.	<p>- 73% of students enrolled as of BEDS Day earned credit in CCR Program</p> <p>- 73% of Seniors earned credit</p>	Not Met	<p>- Adjustments made to the CCR curriculum to allow more time for major projects - starting in junior year. In senior year, students will review assessments.</p>

Academic Goal 34	<p>By the completion of 12 th grade, at least 80 percent of students will have demonstrated college and career readiness skills, including critical writing, reading and collaboration skills, as measured by successful completion of CCR requirements, including annual projects, a senior thesis project and research papers evaluated using school-approved rubrics.</p>	<p>64% of students met this goal.</p> <p>Student attendance was hampered by COVID infections.</p>	Not Met	<ul style="list-style-type: none"> - Interdisciplinary Literature and CCR Department assignment that includes the development of research skills and writing a long form paper - The assignments will begin in 11th grade and develop with students as they develop their reading and writing skills. - Mandatory Teacher Office Hours for critical reading & writing skills development and project completion.
Academic Goal 35	<p>Each year, Innovation will perform at the 60 th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60 th percentile or above compared with citywide averages for its 6-year graduation rate.</p>	<p>Citywide Averages unavailable</p>	Unable to Assess	
	<p>Each year, Innovation's 4-year graduation rate and 6-year graduation rates</p>			

Academic Goal 36	will exceed the average 4-year and 6-year graduation rate of the NYCDOE-approved “comparison” group of NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.	Approved Comparison Group Data unavailable	Unable to Assess	
	Each year, Innovation will show progress towards having 75 percent of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by			<ul style="list-style-type: none"> - Implementation of Tiered MTSS intervention program - Grade Team interventions - Warrior Workrooms (Teacher Office Hours for every subject available to students) - Graduation Action Plans created before the start of each year and infused into all Intervention services for students. - Each student has an Advisor who monitors grades and provides academic guidance

Academic Goal 37	<p>students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. Innovation will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.</p>	73% of students in grades 9 - 11 accumulated 10 or more credits	Not Met	<ul style="list-style-type: none"> - October 1st Academic intervention conferences for students with credit deficiencies from last year. Process repeats for Semester Two - School Counselor 1-on-1 conferences on graduation pathways, supports and credit opportunities - PTC conferences for students at-risk of not matriculating - Academic Probation: Mandatory Teacher Office Hours for academic interventions and monitoring - Formative and IA data to inform in-class interventions - Students have two-week window to relearning & reassess to improve understanding, skills and academic grades. - Credit Acceleration Program
	Each year, at least 80 percent of student who have			

Academic Goal 38	enrolled in a Career and Technical Skills Training program will complete the CCR program successfully to advance to the next level.	87% of students met this goal.	Met	
Academic Goal 39	For Career and Technical Skills Training Programs that are approved by the NYS Education Department as Career and Technical Education (CTE) programs, at least 75% of students who obtain seven credits in technical skills in the CTE-approved program within four years of study will exit the program with an industry certification or license.	No student earned 7 credits in CTE by the end of their 4th year last year. 22-23 will be the first year students are eligible to achieve this goal.	Unable to Assess	
Academic Goal 40				
Academic Goal 41				
Academic Goal 42				
Academic Goal 43				
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Academic Goal 62				

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 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 the school in ATS on 10/31 the following school year, excluding terminating grades.	Community School District data not yet available	Unable to Assess	
	Each year, the			

Org Goal 2	school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	Community School District data not yet available	Unable to Assess	
Org Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	Community School District data not yet available	Unable to Assess	
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 eligible for the Free or Reduced Price Lunch program.	Community School District data not yet available	Unable to Assess	
Org Goal 5	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	Community School District data not yet available	Unable to Assess	
	Each year, the			

Org Goal 6	school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	Community School District data not yet available	Unable to Assess	
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for the Free or Reduced Price Lunch program.	Community School District data not yet available	Unable to Assess	
	In each year of the charter term, parents will express satisfaction with the school's			Parent Square -Parent Computer Lab for families to take survey in school. -Giving hotspots and devices to families so they can take survey online. - Hybrid PTC night / school events creates the opportunity for families to take survey as part of their schedule - Incentize survey taking in a way that promotes school culture:

Org Goal 8	<p>program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in positive 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.</p>	<p>29.1% of families participated in the survey</p>	Not Met	<p>Students receive I-Bucks for family participation.</p> <ul style="list-style-type: none"> - New PTO will be involved in contacting and campaign for families to participate in survey <p>PTO is an autonomous body that is empowered by the school with resources - computer lab, access to data, access to school leadership, host activities.</p> <p>ParentSquare as a parent platform: parents receive custom information, automatically translated into their language of choice as well as school wide communications.</p>
	<p>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</p>	<p>100% response Rate from Staff.</p>		

Org Goal 9	exceeds citywide averages in positive 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.	Met or exceeded city average in multiple categories.	Met	
Org Goal 10	In each year of the charter term, 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 positive 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.	65% response Rate from Staff. Met or exceeded city average in multiple categories.	Met	
Org Goal 11	Each year, the number of disciplinary referrals and/or restrictive interventions will be reduced by at	There are not two consecutive years of data	Unable to Assess	

	least 5 percent.			
Org Goal 12	Each year, Innovation will be in "Good Standing" for purposes of the Every Student Succeeds Act or will make progress towards being in "Good Standing".	The accountability status of public schools and districts in New York State for the 2021-22 school year will be the same as it was for the 2020-21 school year.	Unable to Assess	
Org Goal 13	Each year, teachers will express satisfaction with their jobs by signing and returning offer letters at a rate of 90% or more not later than the end of the then current school year.	Percentage of offer letters returned by teaching staff	Met	
Org Goal 14	Innovation will continue to work towards adopting the "community schools model" by engaging in partnerships that focus on integrating academics, services, supports	<ul style="list-style-type: none"> - Co-Taught Core Classes - College and Career Course Offerings - Community School Governance Meetings - Board of Trustees - School-wide Service Days - School wide experiential learning programs (Enrichment Week) - CTE & Work based learning programs - Grade Team & 	Met	

	and opportunities into the school.	Department Meetings, Individualized PD, Teacher Leaderships of Instructional Programs and Initiatives		
Org Goal 15	Each year teachers will express satisfaction and experience professional development by engaging in their own individualized professional development pathways culminating in a minimum of 40 hours of internal and external professional development, and by actively participating in teacher leadership initiatives at the school.	Number of hours engaged in professional development for each teacher beginning with August Preservice; participation in teacher leadership roles; participation in professional development activities. All teaching staff engaged in the ""My40"" program, which ensures completion of at least 40 hours of professional development. Many teachers participated in the School Leadership Team. All teachers received training in The Writing Revolution.	Met	
	Each year, at least 75% of Innovation students will	The multiple leadership opportunities provided to		

Org Goal 16	engage in structured activities aimed at helping them develop leadership qualities through civic involvement, social activism and community-service.	Innovation students including: Classroom Projects designed to address social justice issues, Service Day, Earth Watch Presentations	Met	
Org Goal 17	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year, excluding students that have transferred to a private school or a school outside of NYC.	95.5% of students returned	Met	
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

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.	Independent Fiscal Audit	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.	Board-approved budget	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 & Per Pupil Invoice	Met	
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 31 2022

Required of ALL Charter Schools

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

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

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

[Management Letter & Audited Financial Statements FY22](#)

Filename: Management_Letter__Audited_Financi_AxB1WRY.pdf **Size:** 869.7 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.

[ICHS Audited FS Template FY22](#)

Filename: ICHS_Audited_FS_Template_FY22.xlsx **Size:** 72.8 kB

Entry 4c - Additional Financial Documents

Completed - Oct 31 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.

[ICHS ACL22 Final](#)

Filename: ICHS_ACL22_Final.pdf **Size:** 503.5 kB

[Escrow Account](#)

Filename: Escrow_Account.pdf **Size:** 731.1 kB

[Annual Report Addendum - 4c Additional Financial Docs](#)

Filename: Annual_Report_Addendum_-_4c_Additi_7qDqMta.pdf **Size:** 118.4 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 31 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
	Atiba Fraser	atiba.fraser@innovationhighschool.org	347-328-2839

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Blatt	Joseph.Blatt@forvis.com	646-253-5230	6

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
	CSBM	Lola Barbarash	237 West 35th Street, NY, NY	lbarbarash@csbm.com	917-783-1813	10

Entry 5 - Fiscal Year 2022-2023 Budget

Completed - Oct 26 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.

Innovation 2022-2023 DOE Budget

Filename: Innovation_2022-2023_DOE_Budget_43IxeHF.xlsx **Size:** 43.7 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed - Sep 15 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.

Ramon Disclosue of Financial Interest by Trustee

Filename: Ramon_Disclosue_of_Financial_Inter_2QL56kx.pdf **Size:** 421.3 kB

AG Disclosure of Financial Interest Form

Filename: AG_Disclosure_of_Financial_Interest_Form.pdf **Size:** 575.9 kB

SK Disclosue of Financial Interest by Trustee - SK

Filename: SK_Disclosue_of_Financial_Interest_43Ybacl.pdf **Size:** 641.7 kB

TP Financial Disclosure Form

Filename: TP_Financial_Disclosure_Form.pdf **Size:** 1.6 MB

JRM Disclosure of Financial Interest Form 2022

Filename: JRM_Disclosure_of_Financial_Intere_sU9SvJK.pdf **Size:** 1.9 MB

LM Disclosure form

Filename: LM_Disclosure_form.pdf **Size:** 3.8 MB

Entry 7 BOT Membership Table

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

INNOVATION CHARTER HIGH SCHOOL 800000067032

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	Sona Karia	sona.karia@innovationhighschool.org	Chair	Executive, Finance	Yes	3	02/22/2020	02/22/2025	10

		l.org		& Audit					
2	Ramon Perdomo	perdomo.ramon@gmail.com	Secretary	Finance & Audit, Academic Excellence	Yes	1	06/01/2020	06/01/2025	10
3	Latoya Massey	ms.latoyamassety@gmail.com	Treasurer	Executive, Finance & Audit, Academic Excellence	Yes	1	03/12/2018	03/12/2023	9
4	Jared McShall	jaredmschall@yahoo.com	Trustee/Member	Personnel Review Committee	Yes	1	03/12/2018	03/12/2023	8
5	Alex Gallin	agallin@gmail.com	Vice Chair	Executive, Personnel Review	Yes	1	06/01/2020	06/01/2025	9
6	Tavannie Perez	tavannie.perez@yahoo.com	Parent Rep	Finance & Audit	Yes	1	10/01/2020	10/01/2023	9
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	6
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5

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:

6

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

0

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

1

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

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

0

Thank you.

Entry 8 Board Meeting Minutes

Completed - Sep 15 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**.

Board Meeting # 7 Minutes REDACTED 1-18-22

Filename: Board_Meeting__7_Minutes_REDACTED_1-18-22.pdf **Size:** 98.9 kB

Board Meeting # 8 Minutes 2-15-22 REDACTED

Filename: Board_Meeting__8_Minutes_2-15-22_REDACTED.pdf **Size:** 92.1 kB

Board Meeting # 11 Minutes 5-17-22 REDACTED

Filename: Board_Meeting__11_Minutes_5-17-22_REDACTED.pdf **Size:** 129.0 kB

Board Meeting # 10 Minutes 5-3-22 (4-22 meeting) REDACTED

Filename: Board_Meeting__10_Minutes_5-3-22_4_aRFqeY1.pdf **Size:** 138.4 kB

Board Meeting # 9 Minutes 3-15-22

Filename: Board_Meeting__9_Minutes_3-15-22.pdf **Size:** 163.0 kB

Board Meeting # 12 Minutes 6-21-22 REDACTED

Filename: Board_Meeting__12_Minutes_6-21-22_REDACTED.pdf **Size:** 54.1 kB

Board Meeting # 6 Minutes 12-14-21 REDACTED

Filename: Board_Meeting__6_Minutes_12-14-21_REDACTED.pdf **Size:** 56.9 kB

Board Meeting # 5 Minutes 11-16-21 REDACTED

Filename: Board_Meeting__5_Minutes_11-16-21_REDACTED.pdf **Size:** 56.8 kB

Board Meeting # 4 Minutes 10-26-2021 REDACTED

Filename: Board_Meeting__4_Minutes_10-26-2021_sGV0ENv.pdf **Size:** 61.5 kB

Board Meeting # 2 Minutes 8-17-21

Filename: Board_Meeting__2_Minutes_8-17-21.pdf **Size:** 129.9 kB

Board Meeting # 3 Minutes # 3 9-21-21 REDACTED

Filename: Board_Meeting__3_Minutes__3_9-21-21_HVWoVBG.pdf **Size:** 105.6 kB

Board Meeting # 1 Minutes # 1 7-20-21

Filename: Board_Meeting__1_Minutes__1_7-20-21.pdf **Size:** 125.7 kB

Entry 9 Enrollment & Retention

Completed - Sep 15 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
	-Attend DOE and Charter High school Fairs -Attend CommunityYouth Fair	-Attend DOE and Charter High school Fairs -Attend CommunityYouth Fair

Economically Disadvantaged	<ul style="list-style-type: none"> -Outreach to Community base organization -Arrange Presentations at local MiddleSchools, CBO's, Housing Developments,Community Board meetings and tenant associations -Presentations to 8th classes in CDS4 and outside districts -work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. 	<ul style="list-style-type: none"> -Outreach to Community base organization -Arrange Presentations at local MiddleSchools. -Work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. -Attend middle school Parent Teacher Conference. -Use our social media plate form to promote school events - Open House -School Tours
English Language Learners	<ul style="list-style-type: none"> -Attend DOE and Charter High school Fairs -Attend CommunityYouth Fair -School Fair at The Rafael Hernandez Dual Language Magnet School -Outreach to Community base organization -Arrange Presentations at local Middle Schools, CBO's, Housing Developments, Community Board meetings and tenant associations -Presentations to 8th classes in CDS4 and outside districts -work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. 	<ul style="list-style-type: none"> -Attend DOE and Charter High school Fairs -Attend CommunityYouth Fair -Outreach to Community base organization -Arrange Presentations at local MiddleSchools. -Work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. -Attend middle school Parent Teacher Conference. -Use our social media plate form to promote school events - Open House -School Tours
	<ul style="list-style-type: none"> -Attend DOE and Charter High school Fairs 	

Students with Disabilities	<ul style="list-style-type: none"> -Attend Community Youth Fair -Outreach to Community base organization -Arrange Presentations at local Middle Schools, CBO's, Housing Developments, Community Board meetings and tenant associations -Presentations to 8th classes in CDS4 and outside districts -Work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. - Present to parents of prospective students so they understand our SPED model and how we work to meet students' needs - Collaborate with parents of prospective students so they understand their rights and how we can work together to support their children's needs 	<ul style="list-style-type: none"> -Attend DOE and Charter High school Fairs -Attend Community Youth Fair -Outreach to Community base organization -Arrange Presentations at local Middle Schools. -Work closely with middle school parent coordinators and arrange visits for middle school parents -Work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission. -Attend middle school Parent Teacher Conference. -Use our social media platform to promote school events - Open House -School Tours
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>At The Renaissance Charter High School for Innovation we provide several services to retain economically disadvantage students. Services that we provide include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling 	<p>A Innovation Charter High School we provide several services to retain economically disadvantage students. Services that we provide include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling -Connections with outside resources to provide help and assistance to students and

Economically Disadvantaged	<ul style="list-style-type: none"> -Connections with outside resources to provide help and assistance to students and parents. -Speech Services -Parent engagement through our Parent Coordinator -Home Visits -Student Mastery Program -Advisory Program -After school activities and programming -LEAP Program -APEX -CCR(College Career Readiness) 	<ul style="list-style-type: none"> parents. -Speech Services -Parent engagement -Home Visits -Student Mastery Program -Advisory Program -After school activities and programming -LEAP Program -APEX -CCR(College Career Readiness) -Student Orientation -Parent Orientation - School Supply distribution - Dasa Coordinator -Project Base learning
English Language Learners	<p>At The Renaissance Charter High School for Innovation we provide several services to retain economically disadvantage students</p> <p>Services that we provide include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling -Connections with outside resources to provide help and assistance to students and parents. -Speech Services -Parent engagement through our Parent Coordinator -Home Visits -Student Mastery Program -Advisory Program -After school activities and programming -LEAP Program -APEX -CCR(College Career Readiness) - Work closely with the ELL department 	<p>At Innovation Charter High School for Innovation we provide several services to retain economically disadvantage students</p> <p>Services that we provide include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling -Connections with outside resources to provide help and assistance to students and parents. -Parent engagement -Home Visits -Student Mastery Program -Advisory Program -After school activities and programming -LEAP Program -literacy coach -translation services -digital communication -APEX -CCR(College Career Readiness) - Work closely with the ELL department -Orientation -Project Base learning

Students with Disabilities	<p>At Innovation we provide several services to retain students with disabilities. Services that we plan to provide will include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling -Connections with outside resources to provide support and assistance to students and families -Speech Services - SETSS services - Hearing Services -Parent engagement through our Parent Coordinator -Home Visits -Student Mastery Program -After school activities and programming -LEAP Program -APEX -CCR(College Career Readiness) - Highly engaged classroom strategies and ICT models + TWR strategies = The Warrior Way 	<p>At Innovation Charter HS we provide several services to retain students with disabilities. Services that we plan to provide will include:</p> <ul style="list-style-type: none"> -At Risk Counseling -Mandated Counseling -Case management (advocacy) with special education teacher -Connections with outside resources to provide support and assistance to students and families -Parent engagement -Home Visits -Student Mastery Program -After school activities and programming - LEAP Program (Regents prep) -Project Base learning -APEX (online credit recovery) -CCR (College Career Readiness) - Highly engaged classroom strategies and ICT models + TWR strategies = The Warrior Way
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Entry 10 - Teacher and Administrator Attrition

Completed - Sep 15 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_fingerprintoct19.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 - Sep 15 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)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. Mathematics	2
ii. Science	3
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	5.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	2
Total Category C: not to exceed 5	3.0

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	13

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	31

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	46

Thank you.



Entry 12 Organization Chart

Completed - Sep 15 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.

Organizational Chart 2022-2023 School Year

Filename: Organizational_Chart_2022-2023_School_Year.pdf **Size:** 51.4 kB

Entry 13 School Calendar

Completed - Sep 15 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.

School Calendar FY22-23

Filename: School_Calendar_FY22-23.pdf **Size:** 249.2 kB

Entry 14 Links to Critical Documents on School Website

Completed - Sep 15 2022

Instructions

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

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: INNOVATION CHARTER HIGH 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.innovationhighschool.org/public-documents/annual-reports/
2. Board meeting notices, agendas and documents	https://www.innovationhighschool.org/2021-22-board-notices-and-related-documents/
3. New York State School Report Card	https://www.innovationhighschool.org/public-documents/
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.innovationhighschool.org/wp-content/uploads/2015/02/DignityforAllStudentsActPolicy2015.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.innovationhighschool.org/District-Safety-Plan
6. Authorizer-approved FOIL Policy	https://www.innovationhighschool.org/wp-content/uploads/2020/08/Freedom-of-Information-Law-Policy-Innovation-High-School.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.innovationhighschool.org/wp-content/uploads/2020/08/Freedom-of-Information-Law-Policy-Innovation-High-School.pdf

Thank you.



Entry 15 Staff Roster

Completed - Sep 15 2022

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

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

FY22-23 Annual Faculty Roster Report

Filename: FY22-23_Annual_Faculty_Roster_Report.xlsx **Size:** 25.0 kB

Optional Additional Documents to Upload (BOR)

Incomplete



1155 Avenue of the Americas, Suite 1200 / New York, NY 10036

P 212.867.4000 / F 212.867.9810

forvis.com

Board of Trustees, Audit Committee and Management
Innovation Charter High School
New York, New York

As part of our audits of the financial statements and compliance of Innovation Charter High School (the School) as of and for the year ended June 30, 2022, we wish to communicate the following to you.

AUDIT SCOPE AND RESULTS

Auditor's Responsibility Under 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 and U.S. Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

An audit performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and U.S. Office of Management and Budget (OMB) Uniform Guidance is designed to obtain reasonable, rather than absolute, assurance about the financial statements and about whether noncompliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on a major federal program occurred. In performing auditing procedures, we establish scopes of audit tests in relation to the financial statements taken as a whole. Our engagement does not include a detailed audit of every transaction. Our contract more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement and compliance audits that are relevant to the responsibilities of those charged with governance in overseeing the financial reporting process. Such matters are communicated in the remainder of this letter or have previously been communicated during other phases of the audit. The standards do not require the auditor to design procedures for the purpose of identifying other matters to be communicated with those charged with governance.

Audits of the financial statements and compliance do not relieve management or those charged with governance of their responsibilities. Our contract more specifically describes your responsibilities.

Qualitative Aspects of Significant Accounting Policies and Practices

Significant Accounting Policies

The School's significant accounting policies are described in *Note 1* of the audited financial statements.

Alternative Accounting Treatments

No matters are reportable.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of financial statement preparation by management, based on its judgments. The following areas involve significant estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates:

- Valuation of accounts receivable
- Fair value of donated rent

Significant Unusual Transactions

No matters are reportable.

Financial Statement Disclosures

The following area involves particularly sensitive financial statement disclosures for which we are prepared to discuss the issues involved and related judgments made in formulating those disclosures:

- Significant estimates and concentrations

Audit Adjustments

During the course of any audit, an auditor may propose adjustments to financial statement amounts. Management evaluates our proposals and records those adjustments which, in its judgment, are required to prevent the financial statements from being materially misstated. A misstatement is a difference between the amount, classification, presentation, or disclosure of a reported financial statement item and that which is required for the item to be presented fairly in accordance with the applicable financial reporting framework. Some adjustments proposed were not recorded because their aggregate effect is not currently material; however, they involve areas in which adjustments in the future could be material, individually or in the aggregate.

Proposed Audit Adjustments Not Recorded

- Attached is a summary of uncorrected misstatements we aggregated during the current engagement and pertaining to the latest period presented that were determined by management to be immaterial, both individually and in the aggregate, but more than trivial to the financial statements as a whole
- We would like to call your attention to the fact that although these uncorrected misstatements, individually and in the aggregate, were deemed to be immaterial to the current year financial statements, it is possible that the impact these uncorrected misstatements, or matters underlying these uncorrected misstatements, could potentially cause future-period financial statements to be materially misstated

Auditor's Judgments About the Quality of the School's Accounting Principles

During the course of the audit, we made the following observation regarding the School's application of accounting principles:

- In 2022, the School adopted ASU 2020-07, *Not-for-Profit Entities* (Topic 958): *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (attached)

- We orally communicated to management other deficiencies in internal control identified during our audit that are not considered material weaknesses or significant deficiencies

OTHER MATTERS

We observed the following matters and offer these comments and suggestions with respect to matters which came to our attention during the course of the audit of the financial statements. Our audit procedures are designed primarily to enable us to form an opinion on the financial statements and, therefore, may not bring to light all weaknesses in policies and procedures that may exist. However, these matters are offered as constructive suggestions for the consideration of management as part of the ongoing process of modifying and improving financial and administrative practices and procedures. We can discuss these matters further at your convenience and may provide implementation assistance for changes or improvements.

Addressing Concerns over Ransomware

Boards and management are concerned about cybersecurity risks and ransomware is one of the top schemes perpetrated by hackers. Ransomware is often initiated through a fraudulent email that someone inadvertently opens and/or clicks a link contained within the email. It can also come through what appears to be a legitimate email address, sometimes because of an employee's email account being hacked. One of the top things you can do is ongoing social engineering training for your employees and board of trustees about phishing emails and ransomware to keep it top of mind. Also, consider having a ransomware risk assessment to validate your controls and strengthen your security posture.

Cybersecurity Hacks Relative to Fraudulent Vendor and Customer Payments

Many companies have been experiencing fraudulent activity with regard to vendor and customer payments. The fraud is often perpetrated through an email request to change account or payment information that results in funds being diverted to a fraudulent account. We recommend you assess your processes for changes to your account information with your customers and changes from your vendors to their information and implement dual check points for example on an email request from a vendor to change their account or address information that you send payments to consider a follow-up phone call to the vendor to validate the change. Conversely, request of your customers that if they receive a request from your company to change payment information that they too implement a secondary check to validate the change. We would also recommend you implement routine social engineering training to keep it top of mind for your employees. Lastly, a cybersecurity risk assessment could help validate your controls and strengthen your security posture.

This communication is intended solely for the information and use of management, the Board of Trustees, Audit Committee, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

FORVIS, LLP

New York, New York
October 26, 2022

Innovation Charter High School

ATTACHMENT

This analysis and the attached "Schedule of Uncorrected Misstatements (Adjustments Passed)" reflect the effects on the financial statements if the uncorrected misstatements identified were corrected.

QUANTITATIVE AND QUALITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	2,530,436	0	2,530,436	0.00%
Non-Current Assets	3,124,272	(110,639)	3,013,633	-3.54%
Current Liabilities	(743,515)	0	(743,515)	0.00%
Non-Current Liabilities	0	0	0	0.00%
Current Ratio	3.40		3.40	0.00%
Total Assets	5,654,708	(110,639)	5,544,069	-1.96%
Total Liabilities	(743,515)	0	(743,515)	0.00%
Net Assets without Donor Restrictions	(4,911,143)	110,639	(4,800,504)	-2.25%
Net Assets With Donor Restrictions	(50)	0	(50)	0.00%
Total Net Assets	(4,911,193)	110,639	(4,800,554)	-2.25%
Revenues & Income	(12,786,557)	0	(12,786,557)	0.00%
Costs & Expenses	12,083,343	17,676	12,101,019	0.15%
Change in Net Assets	(703,214)	17,676	(685,538)	-2.51%

Client: Innovation Charter High School
Period Ending: June 30, 2022

SCHEDULE OF UNCORRECTED MISSTATEMENTS (ADJUSTMENTS PASSED)

Description	Location or Business Unit	Financial Line Item	Factual (F), Judgmental (J) or Projected (P)	Assets		Liabilities		(X) Non Tax	Revenues & Income	Costs & Expenses	Net Assets	Net Assets With	Net Effect on Following Year		
				Current	Noncurrent	Current	Noncurrent				without Donor Restrictions	Donor Restrictions	Change in Net	Net Assets	
															DR (CR)
To remove capitalized leasehold improvements and adjust to expense			F	0	(110,639)	0	0		0	17,676	92,963	0		0	0
		Property and equipment			(110,639)									N/A - long term	N/A - long term
		Repairs and maintenance								17,676					
		Net assets without donor restrictions									92,963				
Taxable passed adjustments									0	17,676	92,963	0	0	0	
Times (1 - effective tax rate of 00%)									100%	100%	100%	100%			
Taxable passed adjustments net of tax impact									0	17,676	92,963	0			
Nontaxable passed adjustments									0	0	0	0			
Total passed adjustments, net of tax impact (if any)									0	17,676	92,963	0			
Impact on Change in Net Assets												17,676			
Impact on Equity												110,639			

Representation of:

Innovation Charter High School
410 East 100th St
New York, NY 10029

Provided to:

FORVIS, LLP

Certified Public Accountants
1155 Avenue of the Americas, Suite 1200
New York, NY 10036

The undersigned ("We") are providing this letter in connection with FORVIS' audits of our financial statements as of and for the years ended June 30, 2022 and 2021.

Our representations are current and effective as of the date of FORVIS' report: October 26, 2022.

Our engagement with FORVIS is based on our contract for services dated: May 20, 2022

Our Responsibility and Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to FORVIS' report in conformity with accounting principles generally accepted in the United States of America.

We are also responsible for adopting sound accounting policies; establishing and maintaining effective internal control over financial reporting, operations, and compliance; and preventing and detecting fraud.

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 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. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

Confirmation of Matters Specific to the Subject Matter of FORVIS' Report

We confirm, to the best of our knowledge and belief, the following:

1. We have fulfilled our responsibilities, as set out in the terms of our contract, 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 acknowledge our responsibility for the design, implementation, and maintenance of:
 - a. Internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
 - b. Internal control to prevent and detect fraud.
3. We have reviewed and approved a draft of the financial statements and related notes referred to above, which you prepared in connection with your audit of our financial statements. We acknowledge that we are responsible for the fair presentation of the financial statements and related notes.

4. We have everything we need to keep our books and records
5. We have provided you with:
 - a. Access to all information of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b. 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. All minutes of trustees' meetings held through the date of this letter or summaries of actions of recent meetings for which minutes have not yet been prepared. All unsigned copies of minutes provided to you are copies of our original minutes approved by the governing body, if applicable, and maintained as part of our records.
 - e. All significant contracts and grants.
6. All transactions have been recorded in the accounting records and are reflected in the financial statements.
7. We have informed you of all current risks of a material amount that are not adequately prevented or detected by our procedures with respect to:
 - a. Misappropriation of assets.
 - b. Misrepresented or misstated assets, liabilities, or net assets.
8. We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
9. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to FORVIS any and all known reportable tax transactions.
10. We have no knowledge of any known or suspected fraudulent financial reporting or misappropriation of assets involving:
 - a. Management or employees who have significant roles in internal control, or
 - b. Others, where activities of others could have a material effect on the financial statements.
11. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, customers, regulators, suppliers, or others.
12. We have assessed the risk that the financial statements may be materially misstated as a result of fraud and disclosed to you any such risk identified.
13. We have disclosed to you the identity of all of the entity's related parties and all the related-party relationships of which we are aware. In addition, we have disclosed to you all related-party transactions of which we are aware, including any modifications during the year that were made to related-party transaction agreements which existed prior to the beginning of the year under audit, as well as new related-party transaction agreements that were executed during the year under audit.

Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with accounting principles generally accepted in the United States of America.

We understand that the term related party refers to an affiliate, management and members of their immediate families, subsidiaries accounted for by the equity method, and any other party with which the entity may deal if the entity can significantly influence, or be influenced by, the management or operating policies of the other. The term affiliate refers to a party that directly or indirectly controls, or is controlled by, or is under common control with, the entity.

14. We are not aware of any side agreements or other arrangements (either written or oral) that are in place.
15. Except as reflected in the financial statements, there are no:
 - a. Plans or intentions that may materially affect carrying values or classifications of assets and liabilities.
 - b. Material transactions omitted or improperly recorded in the financial records.
 - c. Material gain/loss contingencies requiring accrual or disclosure, including those arising from environmental remediation obligations.
 - d. Events occurring subsequent to the statement of financial position date through the date of this letter requiring adjustment or disclosure in the financial statements.
 - e. Agreements to purchase assets previously sold.
 - f. Restrictions on cash balances or compensating balance agreements.
 - g. Guarantees, whether written or oral, under which the entity is contingently liable.
16. We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
17. We have no reason to believe the entity owes any penalties or payments under the Employer Shared Responsibility Provisions of the *Patient Protection and Affordable Care Act* nor have we received any correspondence from the IRS or other agencies indicating such payments may be due.
18. We are not aware of any pending or threatened litigation or claims whose effects should be considered when preparing the financial statements. We have not sought or received attorney's services related to pending or threatened litigation or claims during or subsequent to the audit period. Also, we are not aware of any litigation or claims, pending or threatened, for which legal counsel should be sought.
19. Adequate provisions and allowances have been accrued for any material losses from:
 - a. Uncollectible receivables, including pledges.
 - b. Purchase commitments in excess of normal requirements or above prevailing market prices.

20. Except as disclosed in the financial statements, the entity has:
- Satisfactory title to all recorded assets, and they are not subject to any liens, pledges, or other encumbrances.
 - Complied with all aspects of contractual and grant agreements, for which noncompliance would materially affect the financial statements.
21. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets for which events could occur that would significantly disrupt normal finances within the next year. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
22. The assumptions utilized for the fair value of the free use of space received from the New York Department of Education are based upon the best estimates available as of the date of this letter. We have reviewed the amounts and disclosures within the financial statements and agree they are complete and accurate to the best of our knowledge.
23. The fair values of financial and nonfinancial assets and liabilities, if any, recognized in the financial statements or disclosed in the notes thereto are reasonable estimates based on the methods and assumptions used. The methods and significant assumptions used result in measurements of fair value appropriate for financial statement recognition and disclosure purposes and have been applied consistently from period to period, taking into account any changes in circumstances. The significant assumptions appropriately reflect market participant assumptions.
24. We have not been designated as a potentially responsible party (PRP or equivalent status) by the Environmental Protection Agency (EPA) or other cognizant regulatory agency with authority to enforce environmental laws and regulations.
25. With respect to any nonattest services you have provided us during the year, including preparing a draft of the financial statements and preparation of the Form 990:
- We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.
 - We have established and monitored the performance of the nonattest services to ensure they meet our objectives.
 - We have made any and all decisions involving management functions with respect to the nonattest services and accept full responsibility for such decisions.
 - We have evaluated the adequacy of the services performed and any findings that resulted.
 - We have received the deliverables from you and have stored these deliverables in information systems controlled by us. We have taken responsibility for maintaining internal control over these deliverables.
26. We have identified to you any activities conducted having both fund raising and program or management and general components (joint activities) and have allocated the costs of any joint activities in accordance with the provisions of FASB ASC 958-720-45.
27. We are an entity exempt from income tax under Section 501(c) of the Internal Revenue Code and a similar provision of state law and, except as disclosed in the financial statements, there are no activities that would jeopardize our tax-exempt status or subject us to income tax on unrelated business income or excise tax on prohibited transactions and events.

28. We acknowledge the entity is not a conduit debt obligor whose debt securities are listed, quoted, or traded on an exchange or an over-the-counter market. As a result, we acknowledge the entity does not meet the definition of a "public entity" under generally accepted accounting principles for certain accounting standards.

29. As an entity subject to *Government Auditing Standards*:

- a. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.
- b. We have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determination of amounts in our financial statements or other financial data significant to the audit objectives.
- c. We have identified and disclosed to you any violations or possible violations of laws, regulations, and provisions of contracts and grant agreements whose effects should be considered for recognition and/or disclosure in the financial statements or for your reporting on noncompliance.
- d. We have taken or will take timely and appropriate steps to remedy any fraud, abuse, illegal acts, or violations of provisions of contracts or grant agreements that you or other auditors report.
- e. We have a process to track the status of audit findings and recommendations.
- f. We have identified to you any previous financial audits, attestation engagements, performance audits, or other studies related to the objectives of your audit and the corrective actions taken to address any significant findings and recommendations made in such audits, attestation engagements, or other studies.
- g. We have provided our views on any findings, conclusions, and recommendations, as well as our planned corrective actions with respect thereto, to you for inclusion in the findings and recommendations referred to in your report on internal control over financial reporting and on compliance and other matters based on your audit of the financial statements performed in accordance with *Government Auditing Standards*.

30. With regard to supplementary information:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with the applicable criteria.
- b. We believe the supplementary information is fairly presented, both in form and content, in accordance with the applicable criteria.
- c. The methods of measurement and presentation of the supplementary information are unchanged from those used in the prior period.
- d. We believe the significant assumptions or interpretations underlying the measurement and/or presentation of the supplementary information are reasonable and appropriate.
- e. If the supplementary information is not presented with the audited financial statements, we acknowledge we will make the audited financial statements readily available to intended users of the supplementary information no later than the date such information and the related auditor's report are issued.

31. We do not issue an annual report, nor do we have plans to issue an annual report at this time.
32. All nonfinancial contributions have been separately identified on the statements of activities. The disclosures are complete and accurate for the fair value and use of the nonfinancial contributions.
33. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern within one year of the date of this letter without consideration of potential mitigating effects of management's plans not yet fully implemented and concluded substantial doubt does not exist.
34. We acknowledge the current economic volatility presents difficult circumstances and challenges for our industry. Entities are potentially facing declines in the fair values of investments and other assets, declines in the volume of business/contributions, constraints on liquidity, difficulty obtaining financing, etc. We understand the values of the assets and liabilities recorded in the financial statements could change rapidly, resulting in material future adjustments to asset values, allowances for accounts, contributions receivable, etc., that could negatively impact the entity's ability to meet debt covenants or maintain sufficient liquidity.
- We acknowledge that you have no responsibility for future changes caused by the current economic environment and the resulting impact on the entity's financial statements. Further, management and governance are solely responsible for all aspects of managing the entity, including questioning the quality and valuation of investments and other assets, reviewing allowances for uncollectible amounts, evaluating capital needs and liquidity plans, etc.
35. We have examined the outstanding contributions and grants receivable and determined that all are collectible.
36. We have responded fully and truthfully to all your inquiries.

DocuSigned by:

E0A7ED411590489...
Steve Falla Riff, Esq.

Executive Director

Stephen.fallariff@innovationhighschool.org

DocuSigned by:

0F0EE03295F48C...
Atiba Fraser

Associate Director of Finance

Atiba.fraser@innovationhighschool.org

Innovation Charter High School

Independent Auditor's Reports and Financial Statements

June 30, 2022 and 2021

Innovation Charter High School

June 30, 2022 and 2021

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Independent Auditor's Report

Board of Trustees
Innovation Charter High School
New York, New York

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of the Innovation Charter High 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 referred to above present fairly, in all material respects, the financial position of the Innovation Charter High 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 Innovation Charter High 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 Innovation Charter High School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the 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 audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Innovation Charter High 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 Innovation Charter High School's ability to continue as a going concern for a reasonable period of time.

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

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplemental information within the statements of functional expenses 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. The 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 accompanying supplementary 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 Innovation Charter High 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 Innovation Charter High 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 Innovation Charter High School's internal control over financial reporting and compliance.

FORVIS,LLP

New York, New York
October 26, 2022

Innovation Charter High School

Statements of Financial Position

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Assets		
Current Assets		
Cash and cash equivalents	\$ 1,529,683	\$ 1,921,092
Grants and contracts receivable	984,374	349,139
Prepaid expenses and other current assets	<u>16,379</u>	<u>31,838</u>
Total current assets	2,530,436	2,302,069
Cash reserves	71,053	71,018
Operating reserves – board-designated cash	2,550,077	2,306,043
Property and equipment, net	<u>503,142</u>	<u>226,649</u>
Total assets	<u><u>\$ 5,654,708</u></u>	<u><u>\$ 4,905,779</u></u>
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 134,218	\$ 182,336
Accrued salaries and related liabilities	607,116	513,046
Deferred revenue	<u>2,181</u>	<u>2,418</u>
Total current liabilities	<u>743,515</u>	<u>697,800</u>
Net Assets		
Without donor restrictions		
Operating	2,361,066	1,883,436
Designated by the board for operating reserve	<u>2,550,077</u>	<u>2,306,043</u>
Total net assets without donor restrictions	4,911,143	4,189,479
With donor restrictions	<u>50</u>	<u>18,500</u>
Total net assets	<u>4,911,193</u>	<u>4,207,979</u>
Total liabilities and net assets	<u><u>\$ 5,654,708</u></u>	<u><u>\$ 4,905,779</u></u>

Innovation Charter High School

Statements of Activities

Years Ended June 30, 2022 and 2021

	2022			2021		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Revenues and Other Support						
Per-pupil operating revenue – resident student enrollment	\$ 6,968,406	\$ -	\$ 6,968,406	\$ 6,360,601	\$ -	\$ 6,360,601
Per-pupil operating revenue – students with disabilities	2,163,657	-	2,163,657	2,260,594	-	2,260,594
Total state and local per-pupil operating revenues	9,132,063	-	9,132,063	8,621,195	-	8,621,195
Government grants and contracts – federal	1,479,214	-	1,479,214	553,934	-	553,934
Government grants and contracts – state	27,687	-	27,687	31,962	-	31,962
In-kind contributions	2,105,176	8,150	2,113,326	1,919,076	-	1,919,076
Interest	4,070	-	4,070	7,010	-	7,010
Contributions and other revenue	18,994	5,000	23,994	23	-	23
Net assets released from restrictions	31,600	(31,600)	-	-	-	-
Miscellaneous Income	6,203	-	6,203	-	-	-
Total revenues and other support	12,805,007	(18,450)	12,786,557	11,133,200	-	11,133,200
Expenses						
Program services						
General education	7,691,358	-	7,691,358	7,024,292	-	7,024,292
Special education	2,952,723	-	2,952,723	2,505,894	-	2,505,894
Total program services	10,644,081	-	10,644,081	9,530,186	-	9,530,186
Supporting services						
Management and general	1,430,945	-	1,430,945	1,413,112	-	1,413,112
Fundraising	8,317	-	8,317	8,737	-	8,737
Total supporting services	1,439,262	-	1,439,262	1,421,849	-	1,421,849
Total expenses	12,083,343	-	12,083,343	10,952,035	-	10,952,035
Change in Net Assets	721,664	(18,450)	703,214	181,165	-	181,165
Net Assets Without Donor Restrictions, Beginning of Year	4,189,479	18,500	4,207,979	4,008,314	18,500	4,026,814
Net Assets Without Donor Restrictions, End of Year	<u>\$ 4,911,143</u>	<u>\$ 50</u>	<u>\$ 4,911,193</u>	<u>\$ 4,189,479</u>	<u>\$ 18,500</u>	<u>\$ 4,207,979</u>

Innovation Charter High School

Statements of Functional Expenses

Years Ended June 30, 2022 and 2021

2022								
	No. of Positions*	Program Services			Supporting Services			Total
		General Education	Special Education	Total	Management and General	Fundraising	Total	
Personnel Service Costs								
Instructional personnel	58	\$ 3,752,947	\$ 1,118,084	\$ 4,871,031	\$ 8,518	\$ -	\$ 8,518	\$ 4,879,549
Non-instructional personnel	4	38,352	8,376	46,728	109,917	-	109,917	156,645
Administrative personnel	17	706,304	569,640	1,275,944	652,788	5,106	657,894	1,933,838
 Total salaries and staff	 79	 4,497,603	 1,696,100	 6,193,703	 771,223	 5,106	 776,329	 6,970,032
 Payroll taxes and employee benefits		942,189	353,690	1,295,879	162,404	1,087	163,491	1,459,370
Retirement expense		151,566	56,897	208,463	26,125	175	26,300	234,763
Audit fees		-	-	-	48,869	-	48,869	48,869
Professional fees		167,092	92,074	259,166	129,147	25	129,172	388,338
Curriculum and classroom		125,761	60,593	186,354	-	-	-	186,354
Student services		121,520	58,549	180,069	-	-	-	180,069
Staff development		26,922	10,107	37,029	4,641	30	4,671	41,700
Office expense		31,110	11,678	42,788	11,109	36	11,145	53,933
Insurance		45,151	16,949	62,100	7,783	52	7,835	69,935
Marketing and recruiting		61,407	25,103	86,510	7,465	49	7,514	94,024
Information technology		64,741	24,303	89,044	11,159	75	11,234	100,278
Non-capitalized equipment and furnishings		8,339	3,131	11,470	1,437	10	1,447	12,917
Repairs and maintenance		13,461	5,052	18,513	2,320	16	2,336	20,849
In-kind rent		1,348,030	506,038	1,854,068	232,359	1,556	233,915	2,087,983
Depreciation and amortization		86,466	32,459	118,925	14,904	100	15,004	133,929
 Total expenses		 <u>\$ 7,691,358</u>	 <u>\$ 2,952,723</u>	 <u>\$ 10,644,081</u>	 <u>\$ 1,430,945</u>	 <u>\$ 8,317</u>	 <u>\$ 1,439,262</u>	 <u>\$ 12,083,343</u>

* Supplementary information

Innovation Charter High School
Statements of Functional Expenses (Continued)
Years Ended June 30, 2022 and 2021

2021								
	No. of Positions*	Program Services			Supporting Services			Total
		General Education	Special Education	Total	Management and General	Fundraising	Total	
Personnel Service Costs								
Instructional personnel	56	\$ 3,685,779	\$ 992,628	\$ 4,678,407	\$ -	\$ -	\$ -	\$ 4,678,407
Non-instructional personnel	2	-	-	-	103,006	-	103,006	103,006
Administrative personnel	17	628,191	527,276	1,155,467	680,263	5,458	685,721	1,841,188
Total salaries and staff	75	4,313,970	1,519,904	5,833,874	783,269	5,458	788,727	6,622,601
Payroll taxes and employee benefits		895,929	314,280	1,210,209	165,147	1,151	166,298	1,376,507
Retirement expense		148,745	52,178	200,923	27,418	191	27,609	228,532
Legal fees		-	-	-	500	-	500	500
Audit fees		-	-	-	32,700	-	32,700	32,700
Professional fees		102,703	60,471	163,174	99,060	28	99,088	262,262
Curriculum and classroom		31,919	15,751	47,670	-	-	-	47,670
Student services		32,098	15,839	47,937	-	-	-	47,937
Staff development		52,413	18,386	70,799	9,705	67	9,772	80,571
Office expense		6,339	2,224	8,563	17,694	8	17,702	26,265
Insurance		40,993	14,380	55,373	7,556	53	7,609	62,982
Marketing and recruiting		28,965	11,826	40,791	3,188	22	3,210	44,001
Information technology		61,067	21,421	82,488	11,257	78	11,335	93,823
Non-capitalized equipment and furnishings		10,881	3,817	14,698	2,006	14	2,020	16,718
Repairs and maintenance		9,577	3,359	12,936	16,066	12	16,078	29,014
In-kind rent		1,242,672	435,914	1,678,586	229,063	1,596	230,659	1,909,245
Depreciation and amortization		46,021	16,144	62,165	8,483	59	8,542	70,707
Total expenses		<u>\$ 7,024,292</u>	<u>\$ 2,505,894</u>	<u>\$ 9,530,186</u>	<u>\$ 1,413,112</u>	<u>\$ 8,737</u>	<u>\$ 1,421,849</u>	<u>\$ 10,952,035</u>

* Supplementary information

Innovation Charter High School

Statements of Cash Flows

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Operating Activities		
Change in net assets	\$ 703,214	\$ 181,165
Items not requiring operating cash flows		
Depreciation and amortization	133,929	70,707
Loss on disposal of property and equipment	-	14,301
Changes in		
Grants and contracts receivable	(635,235)	(63,875)
Prepaid expenses and other current assets	15,459	(11,956)
Accounts payable and accrued expenses	(48,118)	85,632
Accrued salaries and related liabilities	94,070	32,676
Deferred revenue	(237)	2,418
	<u>263,082</u>	<u>311,068</u>
Net cash provided by operating activities		
Investing Activities		
Purchase of property and equipment	(410,422)	(178,233)
	<u>(410,422)</u>	<u>(178,233)</u>
Net cash used in investing activities		
Change in Cash and Cash Equivalents and Restricted Cash	<u>(147,340)</u>	<u>132,835</u>
Cash and Cash Equivalents and Restricted Cash, Beginning of Year	<u>4,298,153</u>	<u>4,165,318</u>
Cash and Cash Equivalents and Restricted Cash, End of Year	<u><u>\$ 4,150,813</u></u>	<u><u>\$ 4,298,153</u></u>
Cash and Cash Equivalents and Restricted Cash Consist of:		
Cash and cash equivalents	\$ 1,529,683	\$ 1,921,092
Cash reserves	71,053	71,018
Operating reserves – board-designated cash	<u>2,550,077</u>	<u>2,306,043</u>
	<u><u>\$ 4,150,813</u></u>	<u><u>\$ 4,298,153</u></u>

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Note 1: Nature of Operations and Summary of Significant Accounting Policies

Nature of Operations

Innovation Charter High School (previously known as Renaissance Charter High School for Innovation) (the School) is an educational corporation that operates as a charter school in the Borough of Manhattan, New York City. On December 15, 2009, the Board of Regents and the Board of Trustees of the University of the State of New York, for and on behalf of the State Education Department, granted the School a charter to operate grades 9-12. On March 4, 2021, the School's charter was renewed by the New York State Board of Regents through June 30, 2026. The School's mission is to develop leadership through innovation. Student innovators achieve academic excellence by setting self-created goals within a three-tiered educational model of core classroom instruction, portfolio-based annual individual projects, and hands-on, experimental learning. During fiscal years 2022 and 2021, the School operated classes for 413 and 395 full-time equivalent general instruction students, of which 134 and 130 were special education students, respectively. The School is supported primarily by state and local per-pupil revenues.

In the spring of 2022, the School returned to a fully in-person learning model. Students with COVID-19 were given learning packets and access to School instructors and counselors via videoconference and chat technology. Notwithstanding the challenges posed by COVID-19, the School's operations, attendance, enrollment, and graduation levels were maintained at or near the same levels that existed prior to the pandemic.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect 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, expenses, and other changes in net assets during the reporting period. Actual results could differ from those estimates.

Cash Equivalents and Restricted Cash

The School considers all liquid investments with original maturities of three months or less to be cash equivalents. At June 30, 2022 and 2021, cash equivalents consisted primarily of money market accounts.

Board-designated operating reserves and deposit accounts restricted externally by regulators are considered to be restricted cash.

At June 30, 2022, the School's cash accounts exceeded federally insured limits by approximately \$3,900,000.

Cash Reserves

The School maintains cash in an escrow account, pursuant to its Charter Agreement, to pay off expenses in the event of dissolution of the School.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Grants and Contracts Receivable

Revenues from government grants and contracts to which the School is entitled are recognized mostly on student enrollment. Some grants are provided for specific educational endeavors, which are not based on student enrollment, and are recorded when related expenditures are incurred by the School. Receivables are recorded when the revenue is earned. Bad debt is charged if the receivable is determined to be uncollectible based on periodic review by management. Factors used to determine whether an allowance should be recorded include the age of the receivable and a review of payments subsequent to year-end. Receivables are written off against the allowance for doubtful accounts when all reasonable collection efforts have been exhausted. As of June 30, 2022 and 2021, the School had no allowance for doubtful accounts.

Property and Equipment

Property and equipment acquisitions are stated at cost, less accumulated depreciation, and amortization. Property and equipment acquisitions with a cost of \$1,000 and an estimated useful life of more than one year are capitalized. Depreciation and amortization is charged to expense on the straight-line basis over the estimated useful life of each asset. Assets under capital lease obligations and leasehold improvements are amortized over the shorter of the lease term or respective estimated useful lives.

The estimated useful lives for each major depreciable classification of property and equipment are as follows:

Furniture and fixtures	5 - 10 years
Equipment	3 - 5 years
Leasehold improvements	10 years
Website development	5 years

Long-Lived Asset Impairment

The School evaluates the recoverability of the carrying value of long-lived assets whenever events or circumstances indicate the carrying amount may not be recoverable. If a long-lived asset is tested for recoverability and the undiscounted estimated future cash flows expected to result from the use and eventual disposition of the asset are less than the carrying amount of the asset, the asset cost is adjusted to fair value and an impairment loss is recognized as the amount by which the carrying amount of a long-lived asset exceeds its fair value. No asset impairment was recognized during the years ended June 30, 2022 and 2021.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions.

Net assets without donor restrictions are available for use in general operations and not subject to donor or grantor restrictions. The governing board has designated, from net assets without donor or grantor restrictions, net assets for an operating reserve.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Net assets with donor restrictions are subject to donor or certain grantor restrictions. Some restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor.

State and Local Per-Pupil Revenue

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement.

Contributions

Contributions are provided to the School either with or without restrictions placed on the gift by the donor. Revenues and net assets are separately reported to reflect the nature of those gifts – with or without donor restrictions. The value recorded for each contribution is recognized as follows:

Nature of the Gift	Value Recognized
<i>Conditional gifts, with or without restriction</i>	
Gifts that depend on the School overcoming a donor-imposed barrier to be entitled to the funds	Not recognized until the gift becomes unconditional, <i>i.e.</i> , the donor-imposed barrier is met
<i>Unconditional gifts, with or without restriction</i>	
Received at date of gift – cash and other assets	Fair value
Received at date of gift – property, equipment, and long-lived assets	Estimated fair value
Expected to be collected within one year	Net realizable value
Collected in future years	Initially reported at fair value determined using the discounted present value of estimated future cash flows technique

In addition to the amount initially recognized, revenue for unconditional gifts to be collected in future years is also recognized each year as the present-value discount is amortized using the level-yield method.

When a donor-stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Gifts and investment income that are originally restricted by the donor and for which the restriction is met in the same time period are recorded as revenue with donor restrictions and then released from restriction.

Conditional contributions having donor stipulations which are satisfied in the period the gift is received are recorded as revenue and net assets without donor restrictions.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Government Grants

Support funded by grants is recognized as the School meets the conditions prescribed by the grant agreement, performs the contracted services, or incurs outlays eligible for reimbursement under the grant agreements. Grant activities and outlays are subject to audit and acceptance by the granting agency and, as a result of such audit, adjustments could be required.

Changes in Accounting Principle

In 2022, the School adopted Accounting Standards Update (ASU) 2020-07, *Not-for-Profit Entities* (Topic 958): *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets* on a retrospective basis. ASU 2020-07 requires contributed nonfinancial assets to be presented separately from contributions of cash or other financial assets in the statements of activities and disclosures within the notes to the financial statements about the valuation method for, use of, and donor-imposed restrictions associated with contributed nonfinancial assets (see *Note 4*). Adoption of ASU 2020-07 had no impact on previously reported total change in net assets.

Income Taxes

The School is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and a similar provision of state law. However, the School is subject to federal income tax on any unrelated business taxable income.

The School files tax returns in the U.S. federal jurisdiction.

Functional Allocation of Expenses

The costs of supporting the various programs and other activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Certain costs have been allocated among the program services, management and general and fundraising categories based on actual expenditures as well as cost allocations based on time spent by personnel in the functional areas.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Note 2: Property and Equipment

Property and equipment at June 30, 2022 and 2021 consists of:

	<u>2022</u>	<u>2021</u>
Furniture and fixtures	\$ 151,159	\$ 120,644
Equipment	873,256	511,025
Leasehold improvements	169,022	151,346
Website development	<u>114,525</u>	<u>114,525</u>
	1,307,962	897,540
Less accumulated depreciation and amortization	<u>(804,820)</u>	<u>(670,891)</u>
	<u><u>\$ 503,142</u></u>	<u><u>\$ 226,649</u></u>

Note 3: Net Assets With Donor Restrictions

Net assets with donor restrictions at June 30, 2022 and 2021 are available for the following purposes or periods:

	<u>2022</u>	<u>2021</u>
Subject to expenditure for specific purpose		
Student and staff support	\$ 50	\$ 3,500
Earthwatch program	<u>-</u>	<u>15,000</u>
	<u><u>\$ 50</u></u>	<u><u>\$ 18,500</u></u>

Net Assets Released from Restrictions

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors:

	<u>2022</u>	<u>2021</u>
Satisfaction of purpose restrictions		
COVID 19 - needs	\$ 3,500	\$ -
Earthwatch program	23,150	-
Prize money for students	<u>4,950</u>	<u>-</u>
	<u><u>\$ 31,600</u></u>	<u><u>\$ -</u></u>

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Note 4: Contributed Nonfinancial Assets

For the years ended June 30, 2022 and 2021, contributed nonfinancial assets recognized within the statements of activities included:

	2022	2021
Use of building	\$ 2,087,982	\$ 1,909,245
Clothing	17,194	-
Student Field Trip	8,150	-
Other	-	9,831
	<u>\$ 2,113,326</u>	<u>\$ 1,919,076</u>

Use of Building

The School has been provided space in a building owned by the New York City Department of Education (NYCDOE) at no charge to the School. The space is provided to the School in a building utilization plan provided by NYCDOE. The plan provides approximately 19,755 square feet or 49% of the building's educational space to the School. An additional allocation of approximately 4,400 square feet of the facility's shared auditorium and cafeteria space has been calculated based on the School's share of the facility enrollment target. For schools that rent outside space, NYCDOE reimburses them up to 30% of their general education funding to cover rental expenses. The contributed building was used for the general education and special education programs, as well as general and administrative and fundraising activities.

Other Contributed Items

The fair value of contributed clothing and student field trip are estimated on the basis of estimates of wholesale values that would be received for purchasing similar items in the United States and are used for the general education and special education programs.

Note 5: Contingencies and Concentrations

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Substantially all of the School's operating revenue is paid by New York State Education Department.

In addition, substantially all grants and contracts receivable due at year-end were all due from the New York State Education Department.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Note 6: Defined Contribution Pension Plan

The School has a 401(k) defined contribution retirement plan covering substantially all employees. The School provides a matching contribution of up to 5% of employee contributions. Pension expense was \$234,763 and \$228,532 for the years ended June 30, 2022 and 2021, respectively.

Note 7: Liquidity and Availability

The School's financial assets available within one year of the date of the statements of financial position expenditures as of June 30, 2022 and 2021 are:

	<u>2022</u>	<u>2021</u>
Financial assets		
Cash and cash equivalents	\$ 1,529,683	\$ 1,921,092
Grants and contracts receivable	984,374	349,139
Operating reserves – board-designated cash	<u>2,550,077</u>	<u>2,306,043</u>
Total financial assets	5,064,134	4,576,274
Less		
Donor-imposed restrictions		
Donor-restricted funds	50	18,500
Internal designations		
Operating reserves – board-designated cash	<u>2,550,077</u>	<u>2,306,043</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 2,514,007</u>	<u>\$ 2,251,731</u>

The financial assets of the School without donor restrictions or restricted by state laws are available for general expenditures. As part of liquidity management, the School invests cash in excess of daily requirements in cash and cash equivalents. Although the School does not intend to spend from its net assets other than amounts appropriated for general expenditures as part of its annual budget approval and appropriation, amounts could be made available if necessary. During the years ended June 30, 2022 and 2021, the level of liquidity and reserves was managed within the policy requirements.

Innovation Charter High School

Notes to Financial Statements

June 30, 2022 and 2021

Note 8: Grant Reimbursements Receivable and Future Commitments

Government grants received are conditional upon incurring allowable expenditures as specified in the contract. The School receives its grant support through periodic claims filed with the respective funding sources, not to exceed a limit specified in the funding agreement. Since the financial statements of the School are prepared on the accrual basis, all earned portions of the grants not yet received as of June 30, 2022, have been recorded as receivables. The following are the grant commitments that extend beyond June 30, 2022:

Grant	Term	Grant Amount	Earned Through 2022	Funding Available
Government grants	Various through 2024	\$ 1,647,901	\$ 965,081	\$ 682,820

Note 9: Subsequent Events

Subsequent events have been evaluated through October 26, 2022, which is the date the financial statements were available to be issued.

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

Independent Auditor's Report

Board of Trustees
Innovation Charter High School
New York, New York

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Innovation Charter High 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, 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 Innovation Charter High 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 Innovation Charter High School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Innovation Charter High 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 Innovation Charter High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

FORVIS,LLP

New York, New York
October 26, 2022

Innovation Charter High School
Schedule of Findings and Responses
Year Ended June 30, 2022

Findings Required to be Reported by *Government Auditing Standards*

No matters are reportable.

Innovation Charter High School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2022

Reference Number	Summary of Finding	Status
	No matters are reportable.	



1155 Avenue of the Americas, Suite 1200 / New York, NY 10036

P 212.867.4000 / F 212.867.9810

forvis.com

Board of Trustees, Audit Committee and Management
Innovation Charter High School
New York, New York

As part of our audits of the financial statements and compliance of Innovation Charter High School (the School) as of and for the year ended June 30, 2022, we wish to communicate the following to you.

AUDIT SCOPE AND RESULTS

Auditor's Responsibility Under 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 and U.S. Office of Management and Budget (OMB) Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance)

An audit performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and U.S. Office of Management and Budget (OMB) Uniform Guidance is designed to obtain reasonable, rather than absolute, assurance about the financial statements and about whether noncompliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on a major federal program occurred. In performing auditing procedures, we establish scopes of audit tests in relation to the financial statements taken as a whole. Our engagement does not include a detailed audit of every transaction. Our contract more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement and compliance audits that are relevant to the responsibilities of those charged with governance in overseeing the financial reporting process. Such matters are communicated in the remainder of this letter or have previously been communicated during other phases of the audit. The standards do not require the auditor to design procedures for the purpose of identifying other matters to be communicated with those charged with governance.

Audits of the financial statements and compliance do not relieve management or those charged with governance of their responsibilities. Our contract more specifically describes your responsibilities.

Qualitative Aspects of Significant Accounting Policies and Practices

Significant Accounting Policies

The School's significant accounting policies are described in *Note 1* of the audited financial statements.

Alternative Accounting Treatments

No matters are reportable.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of financial statement preparation by management, based on its judgments. The following areas involve significant estimates for which we are prepared to discuss management's estimation process and our procedures for testing the reasonableness of those estimates:

- Valuation of accounts receivable
- Fair value of donated rent

Significant Unusual Transactions

No matters are reportable.

Financial Statement Disclosures

The following area involves particularly sensitive financial statement disclosures for which we are prepared to discuss the issues involved and related judgments made in formulating those disclosures:

- Significant estimates and concentrations

Audit Adjustments

During the course of any audit, an auditor may propose adjustments to financial statement amounts. Management evaluates our proposals and records those adjustments which, in its judgment, are required to prevent the financial statements from being materially misstated. A misstatement is a difference between the amount, classification, presentation, or disclosure of a reported financial statement item and that which is required for the item to be presented fairly in accordance with the applicable financial reporting framework. Some adjustments proposed were not recorded because their aggregate effect is not currently material; however, they involve areas in which adjustments in the future could be material, individually or in the aggregate.

Proposed Audit Adjustments Not Recorded

- Attached is a summary of uncorrected misstatements we aggregated during the current engagement and pertaining to the latest period presented that were determined by management to be immaterial, both individually and in the aggregate, but more than trivial to the financial statements as a whole
- We would like to call your attention to the fact that although these uncorrected misstatements, individually and in the aggregate, were deemed to be immaterial to the current year financial statements, it is possible that the impact these uncorrected misstatements, or matters underlying these uncorrected misstatements, could potentially cause future-period financial statements to be materially misstated

Auditor's Judgments About the Quality of the School's Accounting Principles

During the course of the audit, we made the following observation regarding the School's application of accounting principles:

- In 2022, the School adopted ASU 2020-07, *Not-for-Profit Entities* (Topic 958): *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*

Other Material Communications

Listed below are other material communications between management and us related to the audit:

- Management representation letter (attached)

- We orally communicated to management other deficiencies in internal control identified during our audit that are not considered material weaknesses or significant deficiencies

OTHER MATTERS

We observed the following matters and offer these comments and suggestions with respect to matters which came to our attention during the course of the audit of the financial statements. Our audit procedures are designed primarily to enable us to form an opinion on the financial statements and, therefore, may not bring to light all weaknesses in policies and procedures that may exist. However, these matters are offered as constructive suggestions for the consideration of management as part of the ongoing process of modifying and improving financial and administrative practices and procedures. We can discuss these matters further at your convenience and may provide implementation assistance for changes or improvements.

Addressing Concerns over Ransomware

Boards and management are concerned about cybersecurity risks and ransomware is one of the top schemes perpetrated by hackers. Ransomware is often initiated through a fraudulent email that someone inadvertently opens and/or clicks a link contained within the email. It can also come through what appears to be a legitimate email address, sometimes because of an employee's email account being hacked. One of the top things you can do is ongoing social engineering training for your employees and board of trustees about phishing emails and ransomware to keep it top of mind. Also, consider having a ransomware risk assessment to validate your controls and strengthen your security posture.

Cybersecurity Hacks Relative to Fraudulent Vendor and Customer Payments

Many companies have been experiencing fraudulent activity with regard to vendor and customer payments. The fraud is often perpetrated through an email request to change account or payment information that results in funds being diverted to a fraudulent account. We recommend you assess your processes for changes to your account information with your customers and changes from your vendors to their information and implement dual check points for example on an email request from a vendor to change their account or address information that you send payments to consider a follow-up phone call to the vendor to validate the change. Conversely, request of your customers that if they receive a request from your company to change payment information that they too implement a secondary check to validate the change. We would also recommend you implement routine social engineering training to keep it top of mind for your employees. Lastly, a cybersecurity risk assessment could help validate your controls and strengthen your security posture.

This communication is intended solely for the information and use of management, the Board of Trustees, Audit Committee, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

FORVIS,LLP

New York, New York
October 26, 2022

Innovation Charter High School

ATTACHMENT

This analysis and the attached "Schedule of Uncorrected Misstatements (Adjustments Passed)" reflect the effects on the financial statements if the uncorrected misstatements identified were corrected.

QUANTITATIVE AND QUALITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	2,530,436	0	2,530,436	0.00%
Non-Current Assets	3,124,272	(110,639)	3,013,633	-3.54%
Current Liabilities	(743,515)	0	(743,515)	0.00%
Non-Current Liabilities	0	0	0	0.00%
Current Ratio	3.40		3.40	0.00%
Total Assets	5,654,708	(110,639)	5,544,069	-1.96%
Total Liabilities	(743,515)	0	(743,515)	0.00%
Net Assets without Donor Restrictions	(4,911,143)	110,639	(4,800,504)	-2.25%
Net Assets With Donor Restrictions	(50)	0	(50)	0.00%
Total Net Assets	(4,911,193)	110,639	(4,800,554)	-2.25%
Revenues & Income	(12,786,557)	0	(12,786,557)	0.00%
Costs & Expenses	12,083,343	17,676	12,101,019	0.15%
Change in Net Assets	(703,214)	17,676	(685,538)	-2.51%

Client: Innovation Charter High School
Period Ending: June 30, 2022

SCHEDULE OF UNCORRECTED MISSTATEMENTS (ADJUSTMENTS PASSED)

			Factual (F), Judgmental (J) or Projected (P)	Assets		Liabilities		(X) Non Tax	Revenues & Income	Costs & Expenses	Net Assets	Net Assets With	Net Effect on Following Year		
Description	Location or Business Unit	Financial Line Item		Current	Noncurrent	Current	Noncurrent				without Donor	Donor	Change in Net	Net Assets	
				DR (CR)	DR (CR)	DR (CR)	DR (CR)				Restrictions	Restrictions			DR (CR)
To remove capitalized leasehold improvements and adjust to expense				F	0	(110,639)	0	0	0	17,676	92,963	0	0	0	0
		Property and equipment			(110,639)									N/A - long term	N/A - long term
		Repairs and maintenance								17,676					
		Net assets without donor restrictions									92,963				
Taxable passed adjustments									0	17,676	92,963	0	0	0	
Times (1 - effective tax rate of 00%)									100%	100%	100%	100%			
Taxable passed adjustments net of tax impact									0	17,676	92,963	0			
Nontaxable passed adjustments									0	0	0	0			
Total passed adjustments, net of tax impact (if any)									0	17,676	92,963	0			
Impact on Change in Net Assets												17,676			
Impact on Equity												110,639			

Representation of:

Innovation Charter High School
410 East 100th St
New York, NY 10029

Provided to:

FORVIS, LLP

Certified Public Accountants
1155 Avenue of the Americas, Suite 1200
New York, NY 10036

The undersigned ("We") are providing this letter in connection with FORVIS' audits of our financial statements as of and for the years ended June 30, 2022 and 2021.

Our representations are current and effective as of the date of FORVIS' report: October 26, 2022.

Our engagement with FORVIS is based on our contract for services dated: May 20, 2022

Our Responsibility and Consideration of Material Matters

We confirm that we are responsible for the fair presentation of the financial statements subject to FORVIS' report in conformity with accounting principles generally accepted in the United States of America.

We are also responsible for adopting sound accounting policies; establishing and maintaining effective internal control over financial reporting, operations, and compliance; and preventing and detecting fraud.

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 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. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

Confirmation of Matters Specific to the Subject Matter of FORVIS' Report

We confirm, to the best of our knowledge and belief, the following:

1. We have fulfilled our responsibilities, as set out in the terms of our contract, 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 acknowledge our responsibility for the design, implementation, and maintenance of:
 - a. Internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
 - b. Internal control to prevent and detect fraud.
3. We have reviewed and approved a draft of the financial statements and related notes referred to above, which you prepared in connection with your audit of our financial statements. We acknowledge that we are responsible for the fair presentation of the financial statements and related notes.

4. We have everything we need to keep our books and records
5. We have provided you with:
 - a. Access to all information of which we are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b. 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. All minutes of trustees' meetings held through the date of this letter or summaries of actions of recent meetings for which minutes have not yet been prepared. All unsigned copies of minutes provided to you are copies of our original minutes approved by the governing body, if applicable, and maintained as part of our records.
 - e. All significant contracts and grants.
6. All transactions have been recorded in the accounting records and are reflected in the financial statements.
7. We have informed you of all current risks of a material amount that are not adequately prevented or detected by our procedures with respect to:
 - a. Misappropriation of assets.
 - b. Misrepresented or misstated assets, liabilities, or net assets.
8. We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.
9. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to FORVIS any and all known reportable tax transactions.
10. We have no knowledge of any known or suspected fraudulent financial reporting or misappropriation of assets involving:
 - a. Management or employees who have significant roles in internal control, or
 - b. Others, where activities of others could have a material effect on the financial statements.
11. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, customers, regulators, suppliers, or others.
12. We have assessed the risk that the financial statements may be materially misstated as a result of fraud and disclosed to you any such risk identified.
13. We have disclosed to you the identity of all of the entity's related parties and all the related-party relationships of which we are aware. In addition, we have disclosed to you all related-party transactions of which we are aware, including any modifications during the year that were made to related-party transaction agreements which existed prior to the beginning of the year under audit, as well as new related-party transaction agreements that were executed during the year under audit.

Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with accounting principles generally accepted in the United States of America.

We understand that the term related party refers to an affiliate, management and members of their immediate families, subsidiaries accounted for by the equity method, and any other party with which the entity may deal if the entity can significantly influence, or be influenced by, the management or operating policies of the other. The term affiliate refers to a party that directly or indirectly controls, or is controlled by, or is under common control with, the entity.

14. We are not aware of any side agreements or other arrangements (either written or oral) that are in place.
15. Except as reflected in the financial statements, there are no:
 - a. Plans or intentions that may materially affect carrying values or classifications of assets and liabilities.
 - b. Material transactions omitted or improperly recorded in the financial records.
 - c. Material gain/loss contingencies requiring accrual or disclosure, including those arising from environmental remediation obligations.
 - d. Events occurring subsequent to the statement of financial position date through the date of this letter requiring adjustment or disclosure in the financial statements.
 - e. Agreements to purchase assets previously sold.
 - f. Restrictions on cash balances or compensating balance agreements.
 - g. Guarantees, whether written or oral, under which the entity is contingently liable.
16. We have disclosed to you all known instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
17. We have no reason to believe the entity owes any penalties or payments under the Employer Shared Responsibility Provisions of the *Patient Protection and Affordable Care Act* nor have we received any correspondence from the IRS or other agencies indicating such payments may be due.
18. We are not aware of any pending or threatened litigation or claims whose effects should be considered when preparing the financial statements. We have not sought or received attorney's services related to pending or threatened litigation or claims during or subsequent to the audit period. Also, we are not aware of any litigation or claims, pending or threatened, for which legal counsel should be sought.
19. Adequate provisions and allowances have been accrued for any material losses from:
 - a. Uncollectible receivables, including pledges.
 - b. Purchase commitments in excess of normal requirements or above prevailing market prices.

20. Except as disclosed in the financial statements, the entity has:
- Satisfactory title to all recorded assets, and they are not subject to any liens, pledges, or other encumbrances.
 - Complied with all aspects of contractual and grant agreements, for which noncompliance would materially affect the financial statements.
21. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets for which events could occur that would significantly disrupt normal finances within the next year. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
22. The assumptions utilized for the fair value of the free use of space received from the New York Department of Education are based upon the best estimates available as of the date of this letter. We have reviewed the amounts and disclosures within the financial statements and agree they are complete and accurate to the best of our knowledge.
23. The fair values of financial and nonfinancial assets and liabilities, if any, recognized in the financial statements or disclosed in the notes thereto are reasonable estimates based on the methods and assumptions used. The methods and significant assumptions used result in measurements of fair value appropriate for financial statement recognition and disclosure purposes and have been applied consistently from period to period, taking into account any changes in circumstances. The significant assumptions appropriately reflect market participant assumptions.
24. We have not been designated as a potentially responsible party (PRP or equivalent status) by the Environmental Protection Agency (EPA) or other cognizant regulatory agency with authority to enforce environmental laws and regulations.
25. With respect to any nonattest services you have provided us during the year, including preparing a draft of the financial statements and preparation of the Form 990:
- We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.
 - We have established and monitored the performance of the nonattest services to ensure they meet our objectives.
 - We have made any and all decisions involving management functions with respect to the nonattest services and accept full responsibility for such decisions.
 - We have evaluated the adequacy of the services performed and any findings that resulted.
 - We have received the deliverables from you and have stored these deliverables in information systems controlled by us. We have taken responsibility for maintaining internal control over these deliverables.
26. We have identified to you any activities conducted having both fund raising and program or management and general components (joint activities) and have allocated the costs of any joint activities in accordance with the provisions of FASB ASC 958-720-45.
27. We are an entity exempt from income tax under Section 501(c) of the Internal Revenue Code and a similar provision of state law and, except as disclosed in the financial statements, there are no activities that would jeopardize our tax-exempt status or subject us to income tax on unrelated business income or excise tax on prohibited transactions and events.

28. We acknowledge the entity is not a conduit debt obligor whose debt securities are listed, quoted, or traded on an exchange or an over-the-counter market. As a result, we acknowledge the entity does not meet the definition of a "public entity" under generally accepted accounting principles for certain accounting standards.

29. As an entity subject to *Government Auditing Standards*:

- a. We acknowledge that we are responsible for compliance with applicable laws, regulations, and provisions of contracts and grant agreements.
- b. We have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determination of amounts in our financial statements or other financial data significant to the audit objectives.
- c. We have identified and disclosed to you any violations or possible violations of laws, regulations, and provisions of contracts and grant agreements whose effects should be considered for recognition and/or disclosure in the financial statements or for your reporting on noncompliance.
- d. We have taken or will take timely and appropriate steps to remedy any fraud, abuse, illegal acts, or violations of provisions of contracts or grant agreements that you or other auditors report.
- e. We have a process to track the status of audit findings and recommendations.
- f. We have identified to you any previous financial audits, attestation engagements, performance audits, or other studies related to the objectives of your audit and the corrective actions taken to address any significant findings and recommendations made in such audits, attestation engagements, or other studies.
- g. We have provided our views on any findings, conclusions, and recommendations, as well as our planned corrective actions with respect thereto, to you for inclusion in the findings and recommendations referred to in your report on internal control over financial reporting and on compliance and other matters based on your audit of the financial statements performed in accordance with *Government Auditing Standards*.

30. With regard to supplementary information:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with the applicable criteria.
- b. We believe the supplementary information is fairly presented, both in form and content, in accordance with the applicable criteria.
- c. The methods of measurement and presentation of the supplementary information are unchanged from those used in the prior period.
- d. We believe the significant assumptions or interpretations underlying the measurement and/or presentation of the supplementary information are reasonable and appropriate.
- e. If the supplementary information is not presented with the audited financial statements, we acknowledge we will make the audited financial statements readily available to intended users of the supplementary information no later than the date such information and the related auditor's report are issued.

31. We do not issue an annual report, nor do we have plans to issue an annual report at this time.
32. All nonfinancial contributions have been separately identified on the statements of activities. The disclosures are complete and accurate for the fair value and use of the nonfinancial contributions.
33. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern within one year of the date of this letter without consideration of potential mitigating effects of management's plans not yet fully implemented and concluded substantial doubt does not exist.
34. We acknowledge the current economic volatility presents difficult circumstances and challenges for our industry. Entities are potentially facing declines in the fair values of investments and other assets, declines in the volume of business/contributions, constraints on liquidity, difficulty obtaining financing, etc. We understand the values of the assets and liabilities recorded in the financial statements could change rapidly, resulting in material future adjustments to asset values, allowances for accounts, contributions receivable, etc., that could negatively impact the entity's ability to meet debt covenants or maintain sufficient liquidity.
- We acknowledge that you have no responsibility for future changes caused by the current economic environment and the resulting impact on the entity's financial statements. Further, management and governance are solely responsible for all aspects of managing the entity, including questioning the quality and valuation of investments and other assets, reviewing allowances for uncollectible amounts, evaluating capital needs and liquidity plans, etc.
35. We have examined the outstanding contributions and grants receivable and determined that all are collectible.
36. We have responded fully and truthfully to all your inquiries.

DocuSigned by:

E0A7ED411590489...
Steve Falla Riff, Esq.

Executive Director

Stephen.fallariff@innovationhighschool.org

DocuSigned by:

0F0EE03295F48C...
Atiba Fraser

Associate Director of Finance

Atiba.fraser@innovationhighschool.org



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6

STATEMENT OF ACCOUNT



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Page: 1 of 2
Statement Period: Sep 01 2022-Sep 30 2022
Cust Ref #: 433500316-421-0-1111
Primary Account #: 253500316

Enterprise Money Market

INNOVATION CHARTER HIGH SCHOOL

Account # 433500316

ACCOUNT SUMMARY

Beginning Balance	71,059.09	Average Collected Balance	71,059.18
Other Credits	2.92	Interest Earned This Period	2.92
Ending Balance	71,062.01	Interest Paid Year-to-Date	26.58
		Annual Percentage Yield Earned	0.05%
		Days in Period	30

	Total for this cycle	Total Year to Date
Grace Period OD/NSF Refund	\$0.00	\$0.00

DAILY ACCOUNT ACTIVITY

Other Credits

POSTING DATE	DESCRIPTION	AMOUNT
09/30	INTEREST PAID	2.92
	Subtotal:	2.92

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
08/31	71,059.09	09/30	71,062.01

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Innovation Charter High School - Annual Report

Addendum

Entry 4c - Additional Financial Documents

1. Advisory and/or Management Letter is attached
2. Federal Single Audit is not attached because Innovation's auditor has not yet finished this report, although the school provided all required information in a timely manner
3. CSP Agreed-Upon Procedure Report is not applicable
4. Evidence of Required Escrow Account is attached
5. Corrective Action Plan is not applicable, because there were no findings

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

Trustee Name:

Name of Charter School Education Corporation:

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

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:

E-mail Address:

Home Telephone:

Home Address:

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:

Alexander Gallin

Name of Charter School Education Corporation:

Renaissance CHarter High School for Innovation

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

Trustee

Chair of Personnel Committee

Vice-Chair

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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

Business Telephone:

212 746 6127

Business Address:

466 Lexington Avenue, New York, New York 10017

E-mail Address:

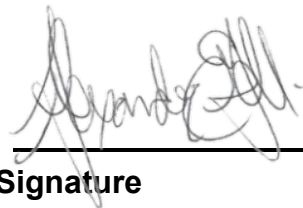
agallin@gmail.com

Home Telephone:

914 980 3607

Home Address:

1117 Washington Avenue, Pelham, New York 10803



9/13/22

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:

Name of Charter School Education Corporation:

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

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:

E-mail Address:

Home Telephone:

Home Address:



Sept. 12, 2022

Signature

Date

Acceptable signature formats include:

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

last revised 04/2022

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

Trustee Name:

TAVANNIE PEREZ

Name of Charter School Education Corporation:

INNOVATION CHARTER HIGH 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 of Trustees; Parent Representative

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

☐ Yes ☒ No

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

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.

Mother of a student. All activities exercised by me is conducted for the benefit and well being of ALL students.

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.

See Response provided to No. 3.

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**

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☒ **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:

646-949-9631

Business Address:

1251 Ave of Americas NY NY 10020

E-mail Address:

TavannieSanchez@yahoo.com

Home Telephone:

n/a

Home Address:

917-773-7326


Signature

9/13/22
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:

Jared R. Mcshall

Name of Charter School Education Corporation:

Innovation Charter High 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 of Trustees

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☐ Yes ☒ No

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

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

☒ **None**

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

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

☒ **None**

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

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Business Telephone:

(914) 919-9309

Business Address:

351 Manville Road, Pleasantville, NY, 10570

E-mail Address:

jaredmcshall@yahoo.com

Home Telephone:

(845) 363-1606

Home Address:

15 Settlers Hill Road, Brewster, NY, 10509


Signature

09/12/2022
Date

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last revised 04/2022

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

Trustee Name:

Ms. Latoya Massey

Name of Charter School Education Corporation:

Innovation Charter High School

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

- Member, Secretary, treasurer

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

☐ Yes ☒ No

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

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

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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:

(917) 402-2911

Business Address:

N/A

E-mail Address: ms.lateyanassey@gmail.com

Home Telephone:

(917) 402-2911

Home Address:

128 Oakland Street, Englewood NJ 07631

Lateya S. Massey
Signature

9/12/22
Date

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- Print form, manually sign, scan to PDF

last revised 04/2022



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
January 12, 2022, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (Chair), Alex Gallin (Vice Chair), Latoya Massey (Treasurer), Ramon Perdomo (Secretary) Tavannie Perez, and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

A motion was made, seconded, and passed to adopt the meeting minutes from the Board Meeting held on December 14th 2021

4. Accountability Dashboard (10 minutes, SMT/AD Strategic Planning/ Dean of Students)

a. Attendance

Attendance dropped from 90% to 60% the first two weeks back from winter break because of the threat of the Omicron variant Covid-19 strain. Being prepared with a remote option was helpful in maintaining attendance numbers.

b. Enrollment Update

Enrollment is at 418 students. Compared to last year in which we had 395 billable students, that is a massive positive sign. There is currently a hold on enrollment until the second marking period. Our *Schola* campaign recently ended which yielded 20 leads for the upcoming school year. We are also using a service new to the school called *Schoolmint*. Applicants apply online or through a common application and the lottery is held through *Schoolmint* itself. Applications, enrollment packets and lottery features are already set up to be distributed this week. A *Vanguard* mailing to 8th graders in our selected districts based on zipcode are prepared to be mailed. There are currently two virtual open houses scheduled for 2/10/22 at 12PM and 3/8/22 at 5PM.

5. Reopening Plan Update (20 minutes, ED & Principal)

a. Hybrid learning model

Mr. Terence Joseph (Principal) explained that the entire roster will be split into two groups called the Alpha group and Omega group respectively. Alpha group will come to school Mondays and Tuesdays and will be learning remotely Thursday and Friday. The Omega group will come to school Thursday and Friday and will be learning remotely Monday and Tuesday. All students will be engaged in remote instruction on Wednesdays.

b. Health & Safety

The school will reopen 1/18/22. All classes are disinfected every day after 6PM. There are currently 3 confirmed cases, 2 staff and 1 student case. We will distribute 2 Covid-19 rapid tests to students in both the Alpha and Omega groups. There are 970 kits in stock and we expect a shipment of 454 tomorrow which will bring the total test kit stock to 1,424. Students will be given an additional 2 test kits if they display symptoms. Any student that is in a classroom with a positive case will also be given a test kit, both vaccinated and unvaccinated. Students will take the test on the day of (day zero) and retest on day 5 after potential exposure. Students who test negative and are asymptomatic will be able to remain in the building. We are also continuing with once a week onsite testing by CIC Health. Student athletes must be tested weekly. We are continuing to incentivize vaccination.

6. Committee Reports (10 minutes, Committee Chairs)

The finance committee has not met yet. Ms. Latoya Massey (AEC Chair) stated that the Academic Excellence Committee met today and discussed a renewed plan of action that focuses on set of academic goals alignment with the schools Charter goals. The next series of meetings will follow up on executing parts of the plan.

7. Retreat Planning (10 minutes, Chair & ED)

The first step is locking down a date for the board retreat. Mr. Jason Forde will circulate a doodle poll to determine the ideal date for the retreat. The retreat will most likely be a half day retreat. The retreat will center around goal setting, team building and best practices in management. Charter goals, school policies and procedures will not be discussed as this is not an official board meeting. The board will have the Agenda, the CEO and Principal evaluation completed in advance of the board retreat, as well as decide on at least 3 objectives and outcomes in advance of the retreat.

8. Public speaking (5 minutes)

Ms. Jamilah Abdul-Majid asked if the board is planning to share the agenda and possible takeaways from the planned Board Retreat. Mr. Stephen Falla Riff (Executive Director) explained that the board retreat is not an public meeting and that the board may not discuss those matters with the school community. Ms. Sona Karia (Chair) responded that although those matters will not be discussed with the school community the board is more than happy to provide a higher level overview of what the goals and purpose of the board retreat are.

9. Executive Session: Finance & Personnel (15 minutes, Chair)

[Redacted]

10. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
February 15, 2022, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Alex Gallin (Vice Chair), Latoya Massey (Treasurer), Ramon Perdomo (Secretary), and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

A motion was made, seconded, and passed to adopt the meeting minutes from the Board Meeting held on January 18th 2022.

4. Retreat Planning (10 minutes Chair & ED)

Mr. Stephen Falla Riff, presented a spreadsheet with potential board retreat facilitators. The list of options suggested are JPS Solutions, Plan A Advisors, Anthony Lopez, Acceleration Group, Community Resource Exchange and Support Center for Nonprofit Management. The Acceleration Group that facilitated the previous Board Retreat is not available until the summer and would be financially not viable for a two part retreat..

5. Accountability Dashboard (20 minutes, SMT/Chief of Staff/ Dean of Students)

a. Attendance/LTAs

Ms. Emily Bierwerth reported that attendance seems erratic and that weather is a factor in this. Remote attendance is fine and trending similar data points to the previous year at this time. The number of tier 1 attendance students is dropping however on a positive note attendance for tier 5 attendance students is beginning to trend up, which is important because they are the most vulnerable in a attendance context.

b. Enrollment Update

We have 16 more students than last year and have enrolled 3 new transfer students. We will continue to enroll students until spring break. There was a recruitment open house last Thursday and 36 families attended. Innovation is continuing its campaign with Schola.

c. Credit Accumulation

Mr. Jason Forde reports on a presentation and states the first line there are two horizontal lines here, one, the red line is our charter target of 75% of the cohort and then based on our 5 year strategic plan. Our Innovation goal is of 85%. Getting reaching that criteria by the end. Freshman are doing relatively well. Sophomores struggled a bit but were able to meet projects towards the end of marking period 3.

True juniors represent the biggest challenge as they are hitting the mark at a 55% clip. There is a trend of grades being below average during progress reports (mid point check ins before marking periods end.) This is somewhat explained in that progress reports being the midway point between the marking period, allows the parent and student to understand what is deficient and make up coursework before the end of the marking period.

d. Graduation Projections

Mr. Forde reported that we are currently on track for an 81% June graduation rate.

6. Reopening Plan Update (20 minutes, ED & Principal)

a. Hybrid learning model

Mr. Terence Joseph (The Principal) reported that some families are continuing with remote learning, however we will not be admitting new students to a remote learning model. There are about 7 or 8 students that will not be returning in person. We hope to reestablish expectations by doing community building activities in the classroom, and create a space for students to share how they really feel about being back in person. We will rely heavily on the counseling department to provide emotional support to students struggling with the transition as well as determine behaviors that are examples of defiance unrelated to the return to school. We are turning Wednesday (the former asynchronous day) into wellness Wednesday and perform mindfulness activities as a whole school. We are going to emphasize small group instructional strategies to attempt to recreate the level of intimacy students and teachers discovered while having discussions over zoom.

b. Health & Safety

Best practices for health and safety are going to be to remind students to wear masks properly and transition to and from classrooms quickly. There will be no meals outside of lunch time, snacks only. Students are not permitted to wear headphones or use cellphones inside classrooms. Lockers are to be accessed before school, during lunch or after school. We are continuing to preach appropriate physical contact only.

7. Committee Reports (10 minutes, Committee Chairs)

Ms. Latoya Massey (Treasurer, AEC Chair, Finance Committee Chair) reported that the Academic Committee is now meeting twice a month and is on its third meeting. The committee has committed to hunker down on goals for Innovation and figure out strategic ways to implement support for meeting those goals. The committee is currently trying to determine a timeframe for when we should look for indicators of growth in these areas as well as make decisions on when to pivot or make adjustments based on those indicators. As far as the Finance Committee, Ms. Massey said that Mr. Falla Riff has sent financials to the board to review. We will set up a Finance Committee meeting to discuss these financials. Mr. Falla Riff added that at that meeting we should also discuss the FY22' Q2 Financials report. The goal is to have a budget approved by May. Mr. Alex Gallin (Vice Chair, Personnel Committee Chair) stated that the Personnel Meeting has not met yet but hopes to plan a committee meet for march.

8. Public speaking (5 minutes)

No one requested the floor for public speaking.

9. Executive Session: Finance & Personnel (15 minutes, Chair)

[Redacted]

10. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.

Next Steps:

- Schedule Finance Committee Meeting
- Schedule Personnel Review Committee Meeting
- Touch base with Sona individually with thoughts about Retreat Planning



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
May 17, 2022, 6:00 pm**

MEETING NOTES

1. Roll call/sign in

Trustees Sona Karia, Latoya Massey,, Alex Gallin, and Jared McShall were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor’s emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school’s website, sent via email to the New York Times and posted publicly on the Innovation High School Website.

3. Consent Agenda (5 minutes, Chair)

a. Video Conference Resolution

By motion made, seconded, and unanimously carried, this resolution was adopted.

4. Accountability Dashboard (10 minutes, ED, Dean of Students)

a. Attendance/LTAs

b. Enrollment Update

Attendance/LTAs Emily Bierwirth, Innovation’s Dean of Students, reviewed attendance and LTA numbers. She also discussed the procedure that the Enrollment Team is following to identify LTAs and remove them from the Innovation roster. She identified different classes of LTAs and potential LTAs, and also discussed the outreach efforts being made to reach LTAs.

Enrollment: Mr. Falla Riff stated that there are 423 students on the ATS, and that 410 of those students are billable. 85 incoming 9th grade families have accepted the offer to attend Innovation for the upcoming school year. In addition, 27 families are in the registration process, 13 have completed registration, and 344 families on the waitlist. Innovation’s overall enrollment goal for FY’23 is 415 billable, including 115 freshmen.

5. Reopening Plan Update (5 minutes, ED)

a. Health & Safety

Mr. Falla Riff stated that because of the new Omicron variant the City is now at a COVID-19 high alert level, with a 9% 7 day positive test rate according to the NYC Department of Health. Innovation had been getting 1-2 new cases per week, but since 5/11 has had 8-9 cases, including 3 staff The Test to Stay policy is keeping most of staff and students in school. If the rate continues to rise, and has an impact on staffing and students, Innovation will have to consider flexible options, including aysnch, synchronous Zoom video, etc.)

6. Committee Reports (10 minutes, Committee Chairs)

The Finance Committee met to review the budget. The Personnel Review Committee needs to schedule a meeting regarding compensation comparability. The Academic Excellence Committee also met.

7. Change to Open Meetings Law (5 minutes, ED)

Stephen Falla Riff, Innovatio's Executive Director, explained that the video conference resolution was prompted by the change to the Open Meetings Law. The resolution permits Innovation to continue to hold meetings via video conference, subject to the following conditions:

- procedures for public and trustee attendance at meeting must be posted on the Innovatoin website
- trustees must provide their physically addresses, if attending virtually, and these locations must be open to the public during the meeting
- there is an exception to the posting requirement, in the case of extraordinary circumstances

8. Public speaking (5 minutes)

No one requested the floor for public speaking.

9. Proposed Budget FY'23 (20 minutes, Executive Session, AD Finance, ED)

[REDACTED]

10. Retreat Planning (10 minutes, Executive Session, Chair & ED)

[REDACTED]

11. Finance & Personnel Matters (Executive Session) (10 minutes, Chair)

No executive session was held

12. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
May 3, 2022, 6:00 pm
(April meeting of the board)**

MEETING AGENDA

1. Roll call/sign in

Trustees Alex Gallin (Vice Chair), Latoya Massey (Treasurer), Ramon Perdomo (Secretary), and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

Meeting Minutes for the meeting dated 3/15/22 will be postponed until the next meeting.

4. Accountability Dashboard (10 minutes, ED, Dean of Students)

a. Attendance/LTAs

b. Enrollment Update

Current ATS Enrollment is 423 of whom 413 are billable students. 200 seats were offered for 2022-23 school year. Below is a logistical breakdown of enrollment:

- 60 accepted seats
- 16 Declined
- 126 Still waiting to answer
- 357 Waitlisted
- GOAL: 104 students
- Planning events for accepted 9th graders & transfers & potential transfers
- If every student accepted and we filled every transfer opening we would have
- 430 - no

5. Reopening Plan Update (5 minutes, ED)

a. Health & Safety

We have had 2 or 3 cases per week but no significant uptick in cases.

All staff and many student tested prior to returning from spring break using rapid tests

We continue to test 40-50 students every Wednesday, on-site, using the services of a testing company provided by the DOE

The majority of staff and students are not currently masking, though a significant minority continue to wear masks.

There is a new variant of the Omicron virus that is reportedly twice as infectious as the existing variant - we are watching carefully to see if this will have an impact on our community and will be prepared to take additional precautions, if it does

6. Committee Reports (10 minutes, Committee Chairs)

A Personnel Committee Meeting will be scheduled within the month.

7. Retreat Planning (5 minutes, Chair & ED)

The trustees discussed retreat planning logistics, but deferred action in order to have Chair feedback. Trustees agreed to further plan offline.

8. Change to Open Meetings Law (5 minutes, ED)

Mr. Falla Riff clarified the change to open meetings law, reporting that, our ability to have meetings without in-person participation is about to end. However, there is language passed by the legislature to permit us to continue to meet by videoconference, provided that a quorum of members are present in person or at locations where the public can attend.

Innovation may use videoconferencing to conduct its meetings pursuant to the requirements provided that a quorum of members are present to fulfill the in the same physical location or locations where the public can attend and the following criteria are that we adopt a resolution authorizing the use of video conferencing.

Each meeting conducted using videoconferencing shall be recorded and such recordings posted or linked on the public website of the public body within five business day following the meeting,

We have 60 days after the effective date of this Act to adopt a resolution authorizing video conferencing. without holding in-person public meetings.

4/8/22 - takes effect at our June meeting

9. Public speaking (5 minutes)

No one requested the floor for public speaking.

10. Draft Budget FY'23 (20 minutes, Executive Session, AD Finance, ED)

[REDACTED]

11. Finance & Personnel Matters (Executive Session) (10 minutes, Chair)

[REDACTED]

12. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
March 15, 2022, 6:00 pm
Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia, (Chair) Alex Gallin (Vice Chair), Latoya Massey (Treasurer), Ramon Perdomo (Secretary), and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

A motion was made, seconded, and passed to adopt the meeting minutes from the Board Meeting held on February 15th 2022.

4. Accountability Dashboard (10 minutes, SMT/Chief of Staff/ Dean of Students)

a. Attendance/LTAs

Current ATS enrollment is at 430 students and billable enrollment is up to 414 (from 409 at our last meeting), our highest number in 3 years.

b. Enrollment Update

Our plan was to continue to enroll 9-10th grade transfers through spring break, but we are reconsidering that plan in light of our numbers (our budgeted # is 405.)

We are continuing robust outreach to get as many applications for the 9th grade as possible before we hold our lottery and our intention is to admit more 9th graders than last year.

5. Reopening Plan Update (10 minutes, ED & Principal)

a. Health & Safety

No one is required to wear a mask but all are welcome to do so we continue to provide access to masks, hand sanitizer, and disinfectant wipes, and every room in the school is equipped with a HEPA air filter. We are continuing to test over 40 kids per week (CIC health)

In addition, we have distributed hundreds of instant kits to students and staff and still have over a thousand in stock. Children are no longer required to quarantine if they have been in "close contact" with a positive COVID-19 CASE

They can now "test to stay" - they test the day of exposure, or the following day, and then 5 days later

- We distribute test kits to all exposed students and staff
- Children with COVID may now return to school after 5 days provided that they are asymptomatic
- They are not required to test (they may test positive bc they are producing COVID antibodies)

6. College & Career Readiness Program Presentation (30 minutes, Director of CCR & CTE)

Tereena Sommaya Presented a power point on CCRB. The presentation was archived for future reference.

7. Committee Reports (10 minutes, Committee Chairs)

Members of the Academic Excellence Committee shared out happenings from previous meeting.

8. Retreat Planning (10 minutes Chair & ED)

Ms. Karia will circulate an email for Trustee feedback on the following points:

- Agenda Topics
- Choosing a Date
- Finalizing a Facilitator

9. Public speaking (5 minutes)

No one requested the floor of public speaking.

10. Draft Budget FY'23 (Executive Session)

11. Executive Session: Review of Q2 Financial Report and FY'23 Budget Process (15 minutes, AD Finance & ED)

[REDACTED]

12. Executive Session: Finance, Personnel & Board Recruitment (15 minutes, Chair)

[REDACTED]

13. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
June 21, 2022, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (The Chair), Latoya Massey (The Treasurer), Alex Gallin (Vice Chair), Ramon Perdomo (The Secretary) and Jared McShall were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website.

3. Consent Agenda (5 minutes, Chair)

a. Board minutes

A motion was made, seconded, and passed to adopt the meeting minutes from the Board Meetings held on 3/15, 4/15 and 5/17.

4. Accountability Dashboard (10 minutes, ED, Dean of Students)

a. Attendance/LTAs

Possible reasons for performance gains and losses from FY21 to FY22. Partnerships for PBIS programs - Emily Bierwerth is looking into this.

b. Enrollment Update

There are 421 students in ATS 410 billable are billable. 110 9th grade families will be accepted only 38 completed registration. The Enrollment team is working hard, 240 families are on the wait list. Our goal is 450 students for enrollment. Ms. Karia asked about unregistered students and what stage of the process they are in.

5. Reopening Plan Update (5 minutes, ED)

a. Health & Safety

Things seem to be trending in the right direction, never more than an average of 5 cases per month/week.

6. Year-end report and summer school preview (10 minutes, Principal)

Mr. Terence Joseph (Principal) reported that close to 60% of students in Living Environment classes passed the regents on their first try. Ms. Leslie Liang led the charge for this.

7. Schedule of FY'23 Board Meetings (5 minutes, Chair & Secretary)

Ramon Perdomo stated that for the Fiscal Year 2023, Board Meetings will continue to be held

8. Committee Reports (10 minutes, Committee Chairs)

The Academic Excellence Committee is requesting a meeting with SMT potentially in August.

The Finance Committee reviewed the school year budget, no one offline reached out about concerns.

9. Public speaking (5 minutes)

No one requested the floor for public speaking.

Ms. Sona Karia proposed an executive session, for the purpose of discussing matters related to finance, Ms. Tavannie seconded this .

10. Proposed Budget FY'23 (10 minutes, Executive Session, AD Finance, ED)

[REDACTED]

11. Retreat Planning (10 minutes, Executive Session, Chair & ED)

[REDACTED]

12. Finance & Personnel Matters (Executive Session) (10 minutes, Chair)

[REDACTED]

13. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
December 14, 2021, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (Chair), Latoya Massey (Treasurer) Tavannie Perez, and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

A motion was made, seconded, and passed to adopt the meeting minutes from the Board Meeting held on November 16th 2021.

b. Deposit of additional funds to Board Reserve Account (Executive Session)

The board will add \$240K to the current balance in the board reserve account of \$2.3m bringing the total in the account to \$2.54m. The \$240k added is the same amount added the previous year. Innovation ended last year with a net income of \$181k and we anticipate approximately \$250k-\$300k this year. The board will consider adding an investment policy. This will ideally serve as a "rainy day fund" or fund a major spending acquisition.

4. Accountability Dashboard (10 minutes, SMT/AD Strategic Planning/ Dean of Students)

a. Attendance/LTAs

Ms. Emily Bierwirth reported that the number of students with a 90% attendance rate has risen to mid 50% which is up a few percentage points from the previous report. The overall goal is to have that number continue to rise and keep it sustainable. At the last report there were about 30 students considered LTA's, 10 of those students will age out by the end of the year. There is an incentive program for students that maintain a 90% attendance rate for a full semester. If they can maintain 90% attendance for a semester, they will qualify for a school trip.

b. Enrollment Update

Enrollment is at 421 students. There are 410 billable students, 13 students more than last year. We are currently using Scola as a means of social media-based recruitment. We will also do a Vanguard mailing to 15,000 families in strategically located zip codes. We hope to increase recruitment by 10 students a year, so far this year we have increased by 10 students.

5. Reopening Plan Update (10 minutes, ED & Principal)

There are 24 students currently engaging in remote learning. Those students' complete assignments on Google Classroom asynchronously. This represents 5% of the school population. These students schedule check ins with teachers, counselors, and advisors. They are also provided with laptops. The current protocol to communicate positive Covid cases is to use the platform Parent Square to communicate with the entire community: staff, students, and parents. Close contacts who are vaccinated do not require quarantine. Close contacts who are not vaccinated must quarantine. This year we have had 3 cases in September, 0 on October 1 in November, and 2-3 in December.

6. Committee Reports (10 minutes, Committee Chairs)

Committee chairs will work with the secretary to schedule meetings for January. Committee reports may become a recurring agenda item.

7. Retreat Planning (10 minutes, Chair)

Mr. Falla Riff stated that he reached out to The New York Council of Nonprofits Community Resource Exchange, the support Center for nonprofit management. He has also reached out to Mr. Mike Jolley for recommendations. A doodle poll will be sent out to confirm a February date for the second part of the Board Retreat. When a date is confirmed, the board will decide what party to use as a facilitator. That retreat should focus on strengthening governance management.

8. Public speaking (5 minutes)

Ms. Jamilah Abdul-Majid asked if there is an apparatus in place for members of the school community to communicate with members of the board. Ms. Latoya Massey responded that she is chairing the Academic Excellence Committee and that a doodle poll will be sent out shortly to shore up regular dates for the Academic Excellence Committee Meetings. Staff members can always communicate thoughts and concerns with members of the school management team who are active participants in board meetings and other committee meetings.

9. Finance update (Executive Session, 10 minutes, ED, AD Finance, Committee Chair)

The Athletics department was granted an additional \$35,264. The after-school program was granted an additional \$9,000. An additional \$18,166 was added to fund student incentives \$15,000 allocated for School Incentives in the FY'22 Budget - and we have spent or anticipate spending \$12,500, leaving \$2,500 available, meaning a \$15,666 variance.

10. Executive Session (15 minutes, Chair)

[Redacted]

11. Adjournment

A motion was made, seconded, and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
November 16, 2021, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (Chair), Ramon Perdomo (Secretary), Tavannie Perez, Latoya Massey (Treasurer), and Alex Gallin, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes

A motion was made, seconded and passed to adopt the meeting minutes from the Board Meeting held on October 26th 2021.

4. Accountability Dashboard (15 minutes, SMT/AD Strategic Planning/ Dean of Students)

a. Attendance/LTAs

53% of our students having 90% or above attendance, additionally there's 27 kids who are at 89.13%. The number of inactive students are decreasing. This is because of the creation of the attendance team. The attendance team worked hard to contact those LTA's and bring them back into the fold. The combined effort of the attendance team, the counseling team, the family engagement team and the CR team was critical.

b. Enrollment Update

Enrollment is at 419 students. Enrollment of SPED students is at 137. We're still registering students for this school year, all up until the middle of our second semester, so.

Next step in terms of overall enrollment over the next couple of weeks was that we're going to now switch focus in towards figuring out additional ways to recruit, quote unquote recruits, and advertise and market to school the next move that Brenda and I will be making in the next couple of weeks.

c. Graduation Rates (AD of Pathways Programs)

The September 2020 cohort had 82 students and at this time we expect a graduation rate of about 73%. That cohort has increased in size however we also expect an increase in expected graduation rate, 81.3%. We have identified 5 students that, with a strategic credit schedule as well as the addition of enrichment week and based on the fact that there will be regents exemptions for the next two years could join the pool of students expected to graduate, which would increase expected graduation from 81% to 86%.

There are 3 students that it is mathematically impossible for them to graduate on time, 6 students that are classified as inactive that we are tracking, some attempting to complete a GED, some enrolling in vocational programs. There is 1 student that is on an alternate assessment track , although this will count as a drop out. The SPED population overall has an expected graduation rate of 77%. The ELL population has an expected graduation rate of 87.5%. As for current 11th graders the expected graduation rate projection is at 75.7%.

5. Signing of Conflict of Interest Policy (10 minutes, ED)

Mr. Falla Riff explained that the conflict of interest policy trustees must sign states that the school cannot enter into a financial arrangement with trustees or key staff.

6. Public speaking (5 minutes)

Ms. Jamilah Abdul-Majid asked what the school plans to do as far as preparing students for taking regents exams when there are no more exemptions. Mr. Terence Joseph (the principal) answered that recently the focus for the school has been setting up an infrastructure that will support students in different ways, particularly student management needs. The school intends to begin to address the impending need for regents readiness prep by making some changes to the schools instructional plan and overall vision. There will be more information on that as the new year unfolds.

7. Q1 Financial Report (Executive Session, 10 minutes, Assoc. Dir. of Finance & ED)

[REDACTED]

8. Annual Meeting of the Board (Executive Session, 20 minutes, ED & Chair)

a. Nomination & Election of Officers

[REDACTED]

b. Filling Vacancies in Committees

[REDACTED]

9. Discussion of Organizational/Personnel Issues (Executive Session, 15 minutes, Chair)

[REDACTED]

10. Adjournment

A motion was made, seconded and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
October 26, 2021, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (Chair), Ramon Perdomo (Secretary), Tavannie Perez, Latoya Massey (Treasurer), Alex Gallin and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes 9/21/2021

A motion was made, seconded and passed to adopt the meeting minutes from the Board Meeting held on September 21st 2021.

4. Approval of FY '22 Annual Report (BKD, 15 minutes)

Ms. Sona Karia (the chair) stated that the board cannot come to a decision to certify the FY '22 Annual Report without further review of the document. The trustees would conduct a deeper dive during executive sessions pertaining to financial matters.

5. Athletics Program Presentation (10 minutes, Andrew Cortazzo & Dwaine Williamson, Athletics Program Coordinator)

Mr. Andrew Cortazzo presented on the state of Innovation Athletics. Mr. Cortazzo cited various aspects of athletic culture that require money for resources. Mr. Cortazzo has requested \$32.2K in funding for league fees and team expenses, as well as winter and spring coaching stipends.

6. Reopening Plan - Health & Safety Update (10 minutes, Exec Dir. & Principal)

- Mr. Stephen Falla Riff (The Executive Director) said there have been only three confirmed COVID cases this year, which is remarkable given that the Citywide 7 day transmission rate has been around 2%. Some reasons for our successful reopening are education of staff and students, ready access to PPE, air filters & AC and Good weather/good ventilation. As the weather gets colder and the possibility of an outbreak we will be prepared to shift back to remote learning if a third wave strikes.

7. Accountability Dashboard (15 minutes, SMT/AD Strategic Planning/ Dean of Students)

a. Attendance

Ms. Emily Bierwerth reported that we currently 60% of students have a 90% or above attendance rate. Attendance challenge. 9th and 10th grade students are incentivized to have no unexcused absences the next 3 weeks. They can win the privilege of going out for lunch. Still working on incentives for 11th and 12th grade students who can go out for lunch normally.

b. Enrollment Update

Mr. Terrence Joseph reported on enrollment, that on ATS we currently have 421 students. There are still LTA's to remove. The enrollment team is reaching out to a group of 31 students deeme LTAs due to excessive absences. There has been a good flow of transfers, 42, that correspond to use of Schola.

c. Progress Toward Charter Goals

Mr. Jason Forde (AD Strategic Planning) discussed collecting data on new categories. The accountability tracker is tracking credit accumulation data of the youngest 3 cohorts of what percentage of students is on track to earn 10 and 11 credits per year to monitor graduation readiness. We are currently at 57% for 10 credits accumulated and 33% for 11 credits at progress report 1.

8. School Year 2020-2021 Report (15 minutes, Principal)

Mr. Joseph reported that the school team has reached out to the authorizer for advice on how to report on students that did not take the regents exam. These students are reported on as exempt and these exemptions will carry through a students entire academic career at Innovation. Although we are not required to report that information we must think deeply about the implications that has for students long term. During the 2019-2020 school year there was a 4 year graduation rate of 75%. For the 2020-2021 school year there was an increase of 7% to 82%.

9. Preparation for Annual Meeting of the Board in November (10 minutes, Exec. Dir. & Chair)

a. Planning for the Nomination of New Trustees

Mr. Stephen Falla Riff (the Executive Director) stated that this year there are no trustees up for election. The trustees will discuss the issue of recruitment at executive session pertaining to organizational composition.

b. Planning for the Nomination of Officers

Mr. Falla Riff explained that officers are elected annually. Mr. Falla Riff stated that due to a change in the board (trustee departures) we will need a new Vice Chair and Committee Chairs for Personnel Committee and the Academic Excellence Committee.

10. Public Speaking (5 minutes)

Ms. Jamilah Abdul-Majid asked what are next steps the board will take to restore a chair to the Academic Excellence Committee. Ms. Sona Karia (the chair) stated that we look to replace the chair of the Academic Excellence Committee as quickly as possible through the upcoming meetings that are calendared.

11. Finance Updates (10 minutes, Exec. Dir., Executive Session)

[REDACTED]

12. Board Member Recruitment (10 minutes, Chair, Executive Session)

[REDACTED]

13. Adjournment

A motion was made, seconded and unanimously approved to adjourn the meeting. A continuation is set for 10/27.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
August 17, 2021, 6:00 pm**

AGENDA

1. Roll call/sign in

Trustees Sona Karia (Chair), Ramon Perdomo (Secretary), Gicele Adon, , Tavannie Perez, Alex Gallin, and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes 7/20/21

A motion was made, seconded and passed to adopt the meeting minutes from the Board Meeting held on July 20th 2021.

4. Accountability Dashboard (30 minutes, SMT/Assoc. Dir. of Strategic Planning)

a. Enrollment Update

Mr. Terence Joseph (the Principal) reported that we have 105 9th grade families that are currently registered with the school. Mr. Joseph explained that certain students that have registered with Innovation may not currently exist in Innovation ATS records because they have applied for multiple schools. Mr. Joseph reported we have seven 10th grade transfers, 7 11th grade transfers and 3 9th grade transfers

b. End of Year Update

Mr. Joseph stated that by June of just last this year we had about 77% of our our class graduated, so our highest graduation rate in June was 78%, which was two years ago.

c. School Distance Learning & Reopening Planning Update

Mr. Joseph reported that Innovation is adjusting the Reopening Plan to take into consideration. Mr. Stephen Falla Riff stated that the Department of Health in concert with the new Governors office has stated that school districts will create their own guidelines regarding health and safety. In light of this information the commissioner of the Department of Education released guidance based on CDC recommendations. Mr. Joseph stated that there will be no vaccine mandate for staff at the time of this meeting. Staff members that choose not to get vaccinated will be required to get tested for Covid-19 weekly. We will incentivize the vaccination of students.

5. Strategic Plan for Next Charter Term (20 mins, SMT/Assoc. Dir. of Strategic Planning)

Mr. Jason Forde (Chief of Staff to the Executive Director) stated that making progress towards and

achieving all of our Charter Goals is the focal point of the strategic plan. Mr. Forde also stated that we are planning on grade expansion, either up or down.

6. Public Speaking (5 minutes)

No one requested the floor for Public Speaking.

7. Adjournment

A motion was made, seconded and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
September 21, 2021, 6:00 pm**

AGENDA

1. Roll call/sign in

Trustees Sona Karia (Chair), Ramon Perdomo (Secretary), Gicele Adon, , Tavannie Perez, Latoya Massey (Treasurer) and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor's emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

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2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school's website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes 8/17/2021

A motion was made, seconded and passed to adopt the meeting minutes from the Board Meeting held on August 17th 2021.

4. In-Person and Hybrid Board Meetings (5 minutes, Exec. Dir.)

Steve Falla Riff (The Executive Director) explained that former governor Cuomo, through executive order, had permitted us to have fully virtual meetings, and then he took away that privilege when he rescinded that executive order. Acting Governor Kathy Hochul has reinstated this privilege.

5. Financial Disclosure Form (5 minutes, Exec. Dir.)

Mr. Falla Riff discussed the deadline for board trustees Financial Disclosure forms needed for audit.

6. Reopening Plan - Health & Safety Update (20 minutes, Exec Dir. & Principal)

Mr. Falla Riff stated that so far "Innovation" has had 3 positive COVID Cases, one teacher and two students. The DOE situation room which consists of the DOE, DOHMH, T2 (Test and Trace) has been informed. We informed all close contacts as well as made this information available in a spreadsheet for the previously mentioned agencies. Parents were informed using an app called Parent Square.

7. Accountability Dashboard (30 minutes, SMT/AD Strategic Planning)

a. Changes to the Dashboard

Jason Forde (AD Strategic Planning) stated that he made a few cosmetic adjustments to the dashboard, most notably an enrollment tab and visualizer.

b. Enrollment Update

Mr. Forde stated that there are currently 419 students enrolled. We currently have several transfer students waiting to be registered but we are currently determining if we will have any overcrowding or other COVID related issues upon acceptance.

c. End of Year Update

Mr. Terence Joseph (The Principal) stated that a pressing matter is filling a open positions in the school. Currently Long Term Substitutes are filling teaching positions. There are currently 9 positions that need to be filled.

d. Reopening Planning Update & Remote Learning Option

Mr. Joseph discussed that due to safety protocols the pod and cohort format are not possible. When we have two teachers, we have one teacher who will teach a virtual class through zoom to those students who are quarantining and we'll have the other teacher do an in person class for those students who are not quarantined, they're in person. Additionally, when in our elective classes, they're mostly single taught courses, so in those cases those teachers are not able to do a virtual and in person experience at the same. We have not been able to prepare ourselves to set up what's called a concurrent or dual audience classroom.

8. Review of Strategic Plan (SMT & Chief of Staff to ED) (15 minutes)

Mr. Joseph stated that the school's strategic plan objectives are aligned with the school's charter goals beginning with academic rigor. Key components of this are attendance, goals for Regents, Pass rate and goals for school, culture, matriculation, etc. Goal 2 is to annually increase the number of graduates actively engaged in their Post Secondary plans. Goal 3 is to increase enrollment with reinvigorated family & community engagement. Goal 4 is to recruit, retain & develop staff & board members and goal 5 is to prepare and plan for grade expansion for subsequent charter term

9. Public Speaking (5 minutes)

No one requested the floor for Public Speaking.

10. Resignation of Board Member Executive Session (20 mins, The Chair)

[Redacted]

11. Adjournment

A motion was made, seconded and unanimously approved to adjourn the meeting.



**Innovation Charter High School (Innovation)
Meeting of the Board of Trustees
July 20, 2021, 6:00 pm**

Meeting Minutes

1. Roll call/sign in

Trustees Sona Karia (Chair), Ramon Perdomo (Secretary), Gicele Adon, , Tavannie Perez, Alex Gallin, and Jared McShall, were present, constituting a quorum. The meeting was conducted via Zoom video-conference, pursuant to the Governor’s emergency regulations, at a virtual location open to the public, and designated on the Notice of Meeting.

2. Filing of Notice of Meeting

In accordance with the law, a notice of the meeting was published on the school’s website, sent via email to the New York Times and posted publicly on the Innovation High School Website. Physical posting at the school was not possible because the school building had been closed by orders of the Governor and the Mayor.

3. Consent Agenda (5 minutes, Chair)

a. Approval of Meeting Minutes 6/15/21

A motion was made, seconded and passed to adopt the meeting minutes from the Board Meeting held on June 15th 2021.

4. Legal Name Change: Innovation Charter H.S. (5 minutes, Exec. Dir.)

Mr. Stephen Falla Riff explained that The Renaissance Charter High School for Innovation (“Innovation”) has legally changed it’s name to “Innovation Charter High School (Innovation)”

5. In-Person and Hybrid Board Meetings (5 minutes, Exec. Dir.)

Mr. Falla Riff explained the legal requirements regarding Board Trustees ability to participate based on their location. The governor has changed open meetings law. If you would like to participate provide your address. This is Mandatory.

6. Review of Board Accountability Tracker (10 minutes, Exec. Dir., AD Strategic Planning, Board Secretary)

Mr. Jason Forde unpacks the board trustee accountability tracker. This will allow board members to have foresight regarding tasks that will be coming down the pipe. Ms. Sona Karia asked if the board is satisfied with the current cadence. The board agrees to keep things working with the third week of the month. Next steps for board cadence is that Committees need to meet to, streamline meeting dates.

7. Accountability Dashboard (30 minutes, SMT/AD Strategic Planning)

a. Enrollment Update

The school was able to get new families to replace families that rescinded their offers to join for other schools. 99 new freshman students have already been fully registered. The enrollment team contacts those families regularly. We have 11 transfers registered. And the team are still reaching out to transfers. SMT is working with Schola on another enrollment campaign.

b. End of Year Update

c. Summer School Update

Mr. Terence Joseph presented an update on Summer School. Online exhaustion, and the lifting of covid restrictions are possible reasons for the decline in Semester 2. Staff created programs like homework help program are assisting the credit recovery program. Summer school ends July 29th, by end of summer s2 credit recovery, we want to be between 73 and 77%

d. School Distance Learning & Reopening Planning Update

Mr. Joseph has been meeting twice a week acceleration team, to devise what it will look like when reopening occurs in its different iterations. There will be a walk through by the school leadership team to walk through what the entrance looks like for students entering through 99th street.. It allows us to control the entrance of our school only. We will map out what the flow of the students day looks like. There are hand sanitizer stations in the hallways. There is a new PA system. We have a dedicated bell system now. This will make our transitions more efficient and effective. Families are excited for returning, some asking if there will still be a remote option. Part of it is if the state allows it as an option but we are waiting for that guidance. August 30th is student orientation. All 4 grades will have orientation in the same week.

8. Introduction of new SMT member (5 minutes, SMT)

SMT introduced Ms. Tereena Somayya as the newest member of the SMT. Ms. Somayya is looking forward to tracking progress toward charter goals and focusing on alumni support.

9. Public Speaking (5 minutes)

No one requested the floor for Public Speaking

10. Adjournment

A motion was made, seconded and unanimously approved to adjourn the meeting.

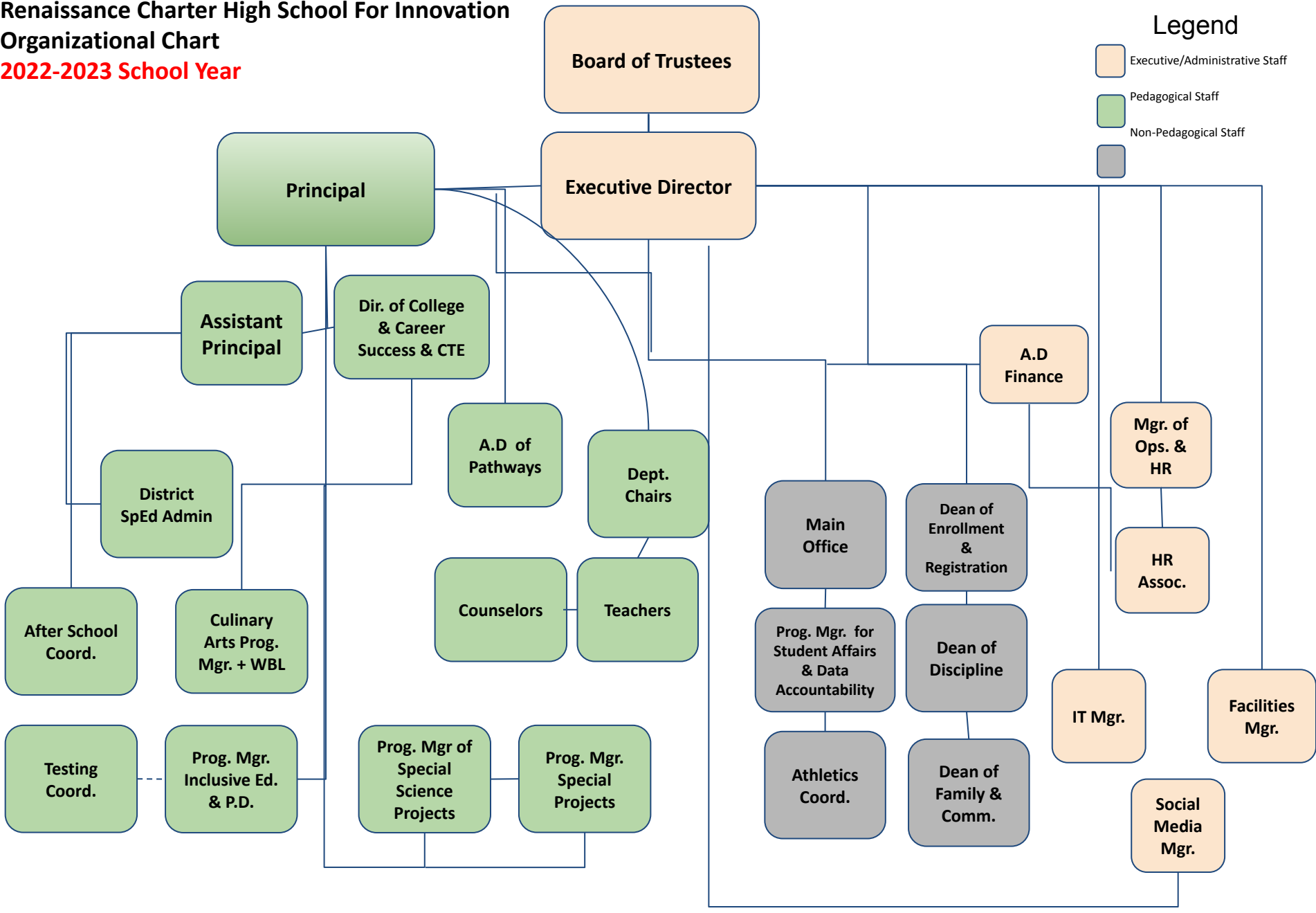
Renaissance Charter High School For Innovation
Organizational Chart
2022-2023 School Year

Legend

Executive/Administrative Staff

Pedagogical Staff

Non-Pedagogical Staff





SCHOOL CALENDAR 2022-2023

Thursday	September 1	Orientation - 9th Grade only
Friday-Monday	September 2-5	No School - Labor Day Weekend
Tuesday	September 6	Orientation - 12th Grade only
Wednesday	September 7	Orientation - 10th/11th Grades only
Thursday	September 8	First Day of Classes - Semester 1
Thursday	September 15	Half Day
Thursday	September 29	Half Day
Wednesday	October 5	No School - Yom Kippur
Monday	October 10	No School - Indigenous People's Day
Thursday	October 13	Half Day - Family/Teacher Conferences
Friday	October 21	Marking Period 1 Ends
Monday	October 31	Half Day
Tuesday	November 8	No School - Election Day
Friday	November 11	No School - Veterans Day
Wednesday-Friday	November 23-25	No School - Thanksgiving Break
Thursday	December 1	Half Day - Family/Teacher Conferences
Friday	December 2	Marking Period 2 Ends
Thursday	December 15	Half Day
Thursday-Tuesday	December 22-January 3	No School - Winter Break
Thursday	January 12	Half Day
Monday	January 16	No School - MLK Day
Monday	January 23	Last day of Classes - Semester 1
Tuesday-Friday	January 24-27	Regents Week
Monday	January 30	No School - Staff PD
Tuesday	January 31	First Day of Classes - Semester 2
Thursday	February 9	Half Day
Monday-Friday	February 20-24	No School - Mid Winter Break
Thursday	March 2	Half Day - Family/Teacher Conferences
Friday	March 10	Marking Period 4 Ends
Thursday	March 23	Half Day
Thursday	April 6	Half Day
Friday-Friday	April 7-14	No School - Spring Break
Thursday	April 20	Marking Period 5 Ends
Friday	April 21	No School - Eid
Monday	April 24	No School - Staff PD
Tuesday-Friday	April 25-May 5	Enrichment Week (*Half-Day May 5)
Thursday	May 18	Half Day - Family/Teacher Conferences
Thursday	May 25	Half Day
Monday	May 29	No School - Memorial Day
Thursday	June 1	US History Regents - Classes in session
Tuesday	June 13	Last day of Classes - Semester 2
Wednesday-Friday	June 14-16	Regents Week
Monday	June 19	No School - Juneteenth
Tuesday-Friday	June 20-23	Regents Week