



Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/17/2019 • Last updated: 07/29/2019

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 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, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

(Select name from the drop down menu)

**a1. Popular School Name
(Optional)** Innovation High School

**b. CHARTER AUTHORIZER (As of
June 30th, 2019)** NYCDOE-Authorized Charter School

Please select the correct authorizer as of
June 30, 2019 or you may not be
assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 4

d. DATE OF INITIAL CHARTER 12/2009

**e. DATE FIRST OPENED FOR
INSTRUCTION** 09/2010

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. We welcome all students and we empower them to adapt, excel, innovate and lead. By instilling the core values of collaboration, tolerance, respect, activism, safety and innovation, students will graduate prepared for success in college and careers.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). 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. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	College and Career Readiness Program (CCR): 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. The embedded internship program provides executive skills training and assists students in linking career interests with continued learning post high school.
Variable 2	An Integrated CoTeaching Program: Placing two teachers, a subject specific teacher and a special education teacher, in each core classroom. The teachers utilize special co-teaching strategies to provide tiered instruction for diverse students needs within the classroom, including ELL, SPED, literacy, numeracy supports.
Variable 3	A Collaborative School Management Team (SMT): The SMT meets weekly to examine issues of central importance to the pedagogy, culture, business, finance and governance of the school.
Variable 4	Systematic Approach to Writing Development: All courses utilize the Hochman Writing Revolution systematic writing development program to improve students' mastery and sophistication in their written and verbal articulation of their ideas.
Variable 5	Enrichment Week: An experiential learning program that takes place once a year when academic classes are

	<p>suspended and students engage in learning experiences throughout the city, state and beyond. Past activities have included a trip to New Orleans to study history and to engage in community service with Habitat for Humanity, a trip to Brazil to explore the country's history, politics, and culture, and a local NYC project to study puppetry to create public service announcement regarding local issues like health care and gentrification.</p>
Variable 6	<p>Individualized Professional Growth Plans (IPGPs): Every staff member is evaluated at least once a year using an IPGP, which identifies strengths and areas for growth and is linked to a robust professional development program that provides all staff members with wide-ranging learning opportunities.</p>
Variable 7	<p>Student Culture and Discipline: Innovation's approach to student culture and discipline is rooted in principles of mutual respect, restorative justice, collaborative problem solving, PBIS (Positive Behavioral Interventions and Supports) and the conviction that suspensions and expulsions must be reserved for extreme instances and otherwise applied only after systematic efforts to address the underlying issues have failed.</p>
Variable 8	<p>Legal Compliance and Governance: Charter School Compliance Checklist: With the support of the Columbia Law School Lawyering in the Digital Age Clinic, Innovation developed a Charter School Compliance Checklist, which is a wide-ranging list of charter school legal and operational requirements under local and state law, covering topics ranging from governance to teacher certification. Regular review of the checklist promotes legal and regulatory compliance. In addition, Innovation has a pro bono relationship with Nixon Peabody, a leading law firm, which provides regular reviews of Innovation's handbooks, policies and procedures to ensure compliance with the law and with best practices.</p>
Variable 9	<p>Ongoing Enrollment: 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 in throughout the year. These students have varying degrees of academic success and challenges prior to arrival at Innovation</p>
Variable 10	<p>Collaborative Student Monitoring: A school team composed of counselors, teachers and administration collaborate at every grade level to identify students performing exceeding, meeting or falling short of performance expectations. These teams work together to identify systems of support within the school and externally to motivate and inspire each student to achieve their fullest potential. This team relies</p>

upon the shared analysis of a cross section of student data including grades, credits, attendance, behavior, anecdotes from teachers, students and their parents, and standardized exam scores to identify how students are progressing toward expectations and supports needed for them.

Need additional space for variables No

h. SCHOOL WEB ADDRESS (URL) <http://www.innovationhighschool.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 460

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 429

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	9, 10, 11, 12
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l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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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 E 100th St	212-722-5871	NYC CSD 4	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stephen Falla Falla Riff	212-722-5871	646-734-8296	stephen.fallariff@innovationhighschool.org
Operational Leader	Starlight Serra	212-722-5871	347-656-1576	starlight.serra@innovationhighschool.org
Compliance Contact	Starlight Serra	212-722-5871	347-656-1567	starlight.serra@innovationhighschool.org
Complaint Contact	Stephen Falla Falla Riff	212-722-5871	646-734-8296	stephen.fallariff@innovationhighschool.org
DASA Coordinator	Danielle Martin	212-722-5871	927-825-0151	
Phone Contact for After Hours Emergencies	Stephen Falla Falla Riff	212-722-5871	646-734-8296	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 .

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Stephen Falla Falla Riff
Position	Executive Director
Phone/Extension	212-722-5871
Email	stephen.fallariff@innovationhighschool.org

p. 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. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

Three handwritten signatures in black ink, arranged horizontally. The first signature is on the left, the second is in the middle, and the third is on the right. Each signature is a cursive-style name.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink, arranged horizontally. The first signature is on the left and the second is on the right. Both are cursive-style names.

Date

2019/08/01

Thank you.



Entry 2 NYS School Report Card Link

Created: 07/23/2019 • Last updated: 07/30/2019

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

1. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000067032&year=2018&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScocr=1&HSpert=1&staffqual=1&expend=1®ents=1&cohort=1&nyseslat=1&feddata=1



Entry 3 Progress Toward Goals

Created: 10/28/2019 • Last updated: 11/01/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-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 by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	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 English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. 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	57% [55/96] of students from Cohort 2015 who took at least one ELA Regents Exams at Innovation scored 75% or above on an ELA Regents exam taken at Innovation.	Not Met	Students will retake regents exams to score higher exams. Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs. Regents readiness intensive courses designed to provide additional instruction.

	the time they were actively enrolled at the school will be counted.			
Academic Goal 2	<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 an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. 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 four cohort high school years.</p>	70% [14/20] of students with disabilities of Cohort 2015 who took at least one ELA Regents Exams at Innovation scored 75% or above on an ELA Regents exam taken at Innovation.	Not Met	<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p> <p>Regents readiness intensive courses designed to provide additional instruction.</p>
	<ul style="list-style-type: none"> For each year of the school's renewal charter term, at least 75% of students with disabilities in the 			

<p>Academic Goal 3</p>	<p>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 the end of June of their fourth year in the cohort. 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>4% [1/24] of Students with disabilities of Cohort 2015 who took at least one MATH Regents Exams at Innovation scored 75% or above on a MATH Regents exam taken at Innovation.</p>	<p>Not Met</p>	<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p> <p>Regents readiness intensive courses designed to provide additional instruction.</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</p>			

<p>Academic Goal 4</p>	<p>(Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. 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 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>56% [9/16] of ELL students of Cohort 2015 who took at least one ELA Regents Exams at Innovation scored 75% or above on an ELA Regents exam taken at Innovation.</p>	<p>Not Met</p>	<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p> <p>Regents readiness intensive courses designed to provide additional instruction.</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 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</p>	<p>20% [3/15] of ELL students of Cohort 2015 who took at</p>		<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored</p>

<p>Academic Goal 5</p>	<p>the cohort. 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>least one ELA Regents Exams at Innovation scored 75% or above on an ELA Regents exam taken at Innovation.</p>	<p>Not Met</p>	<p>below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p> <p>Regents readiness intensive courses designed to provide additional instruction.</p>
<p>Academic Goal 6</p>	<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 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. 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</p>	<p>56% [42/79] of FRPL (HRA) students of Cohort 2015 who took at least one ELA Regents Exams at Innovation scored 75% or above on an ELA Regents exam taken at Innovation.</p>	<p>Not Met</p>	<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p>

	<p>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 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>Regents readiness intensive courses designed to provide additional instruction.</p>
<p>Academic Goal 7</p>	<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 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. 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</p>	<p>19% [14/73] of FRPL (HRA) students of Cohort 2015 who took at least one MATH Regents Exams at Innovation scored 75% or above on a MATH Regents exam taken at Innovation.</p>	<p>Not Met</p>	<p>Students will retake regents exams to score higher exams.</p> <p>Literacy and Numeracy labs created for 9th grade cohorts who scored below threshold in 8th grade Reading and Math Scores & NWEA MAP RIT Score are placed in Literacy and Numeracy labs.</p> <p>Regents readiness intensive courses designed to provide additional instruction.</p>

	<p>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>			
Academic Goal 8	<p>In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English 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. (Relevant for schools serving grades 9-12)</p>	<p>(2018-2019) 86.3% [114/132] pass rate/proficient. (SQR Workbook).</p> <p>(2017-2018) = 63% pass rate/proficient. (NYSED Report Card)</p>	Met	
Academic Goal 9	<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. (Relevant for schools serving grades 9-12)</p>	<p>(2018-2019) 45% pass rate/proficient. (SQR Workbook).</p> <p>(2017-2018) = 42% pass rate/proficient. (NYSED Report Card)</p>	Met	

Academic Goal 10	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. (Relevant for schools serving grades 9-12)	(2018-2019) 30% pass rate/proficient (Jan/Jun Regents ISA) (2017-2018) 18% pass rate/proficient. (NYSED Report Card)	Met	
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2. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	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. (Relevant for schools serving grades 9-12)	(2018-2019) 53% pass rate/proficient. (June Regents ISA) (2017-2018) 0% pass rate/proficient. (NYSED Report Card)	Met	
	In each year of the			

Academic Goal 12	<p>charter term, the school will demonstrate increased pass rates on either the Global History and Geography or US History and Government 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. (Relevant for schools serving grades 9-12)</p>	<p>GLOBAL (2018-2019) 55% pass rate/proficient. (SQR Workbook).</p> <p>(2017-2018) 34% pass/rate proficient (NYSED Report Card)</p> <p>USH (2018-2019) 54% pass rate/proficient. (SQR Workbook).</p> <p>(2017-2018) 42% pass rate/proficient (NYSED Report Card)</p>	Met	
Academic Goal 13	<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. (Relevant for schools serving grades 9-12)</p>	<p>LIVING ENV. (2018-2019) 44% pass rate/proficient. (SQR Workbook).</p> <p>(2017-2018) 37% pass rate/proficient (NYSED Report Card)</p> <p>CHEMISTRY (2018-2019) 45% pass rate/proficient. (June Regents ISA)</p> <p>(2017-2018) = 0% pass rate/proficient. (NYSED Report Card)</p>	Met	
Academic Goal 14	<p>For each year of the next charter term, the school's 4-year graduation rate as of June each year as reported by NYSED will be at or above the citywide averages.</p>	<p>Data not yet available</p> <p>City graduation rates not yet publicly available as published by NYCDOE.</p>		
	<p>For each year of the next charter term,</p>	<p>Data not yet</p>		

Academic Goal 15	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.	available City graduation rates not yet publicly available as published by NYCDOE.		
Academic Goal 16	For each year of the next 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.	Data not yet available City graduation rates not yet publicly available as published by NYCDOE.		
Academic Goal 17	For each year of the next 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. (Applicable if the city begins reporting on this)	Data not yet available City graduation rates not yet publicly available as published by NYCDOE.		
Academic Goal 18	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Data not yet available		
	For each year of the next charter term, the school will show progress towards			

Academic Goal 19	having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Data not yet available		
Academic Goal 20	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.	Data not yet available		

3. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 21	Each year, at least 80 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.	Cohort 2014 = 85% with a score of 65 or more on ELA Regents	Met	
	Each year, the percentage of students in the high school accountability cohort passing an English Regents exam with a score of			

Academic Goal 22	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.	Data not yet available The city has not released the comparison data as of yet		
Academic Goal 23	Each year, the percentage of 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 NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.	Data not yet available The city has not released the comparison data as of yet		
	Each year, at least 80 percent of	Cohort 2014 = 58%		Counseling and Instructional Admin of Grade Team 12 collaborate to create success plans for 5th year students that

Academic Goal 24	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.	with a score of 65 or more on MATHRegents (Cohort 2015 Spreadsheet) CHECK THIS	Not Met	include intensive Regents readiness courses designed to employ data informed instructional strategies to develop both critical test taking skills and exam content knowledge.
Academic Goal 25	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.	Data not yet available The city has not released the comparison data as of yet		
Academic Goal 26	Each year, the percentage of students in the high school accountability cohort passing a Math 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 a Math Regents exam in the NYCDOE-approved "comparison" group	Data not yet available The city has not released the comparison data as		

	of NYC high schools with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.	of yet		
Academic Goal 27	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 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 confirm this progress each September by providing a report concerning student credit accumulation for the NYC DOE School Quality Guide.	Data not yet available		
	At least 75 percent of 12th grade students will apply to and be accepted by post-			

Academic Goal 28	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.	75% of all seniors reached this goal	Met	
Academic Goal 29	Each year, at least 80 percent of the students enrolled in the College and Career Readiness (CCR) courses will visit a college and/or other post-secondary institution of learning.	80% of students enrolled in CCR reached this goal.	Met	
Academic Goal 30	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.	80% of all students reached this goal. 60% of 12th graders reached this goal	Not Met	Provide after school, lunch and free period one-on-one counseling for Seniors to assist them in completing college process assignments from the class. Recruit outside tutors from professional fields and college students to tutor seniors and provide assistance in completing college process assignments.
Academic Goal 31	Each year, at least 90 percent of exiting 12th grade students will have enrolled in a college or post-secondary career-training program, enlisted in military	Data not yet available. A full year following the graduation of		

	service and/or secured part or full-time employment within one year of leaving the school	2015 cohort has not elapsed yet.		
Academic Goal 32	By the completion of 12th grade, at least 75 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 an experiential service learning project, research paper, post-secondary plan and a presentation evaluated using school-approved rubrics.	19% of students achieved this goal.	Not Met	<p>Create cross-curricular senior project that incorporates units in ELA, CCR and CTE classes that provide opportunities to support seniors in experiential service learning project, research paper, post-secondary plan and a presentation evaluated using school-approved rubrics</p> <p>Provide after school, lunch and free period one-on-one counseling for Seniors to assist them in completing college process assignments from the class.</p> <p>Recruit outside tutors from professional fields and college students to tutor seniors and provide assistance in completing college process assignments.</p>
Academic Goal 33	Each year, Innovation's 4-year graduation rate and 6-year graduation rates will exceed the average 4-year and 6-year graduation rate of the NYCDOE-approved Comparison Group of NYC high schools	Data not current available. City graduation rates not yet publicly available as		

	with student populations comprising a similar percentage of SWDs and economically disadvantaged students as Innovation.	published by NYCDOE.		
Academic Goal 34	Each year, at least 80 percent of students who have enrolled in a Career and Technical Skills Training program will complete the program successfully to advance to the next level—e.g. at least 80% students engaged in a one-year internship during their second or third year of involvement in an official school-sponsored Career and Technical Skills Training program will complete the program's second or third-year requirements to advance to a third or fourth year externship.	85% of students in our Career and Technical Skills Training programs achieved this goal.	Met	
Academic Goal 35	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	Data not yet available. No NYSED approved CTE programs as of yet.		

	certification or license.			
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS. (This goal applies only to schools that are no longer "growing" grades within the current charter term.)	Enrollment in ATS	Met	
	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of			75% of parents participated in the school survey, compared to the City-wide average of 38%, demonstrating robust

Org Goal 2	<p>parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.</p>	NYC DOE School Survey	Not Met	<p>outreach efforts by Innovation. Innovation will increase opportunities for parents to visit classrooms, to access their children's assignments, and to communicate with teachers and with school leadership regarding their children's progress.</p>
Org Goal 3	<p>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 Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher. (Relevant for schools serving grades 6-12 only)</p>	NYC DOE School Survey	Met	
	<p>In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey.</p>			

Org Goal 4	The school will have a percentage of staff that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYC DOE School Survey	Met	
Org Goal 5	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.	Data not yet available		
Org Goal 6	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	Data not yet available		
	Each year, the school will meet or exceed			

Org Goal 7	any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	Data not yet available		
Org Goal 8	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	Data not yet available		
Org Goal 9	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Data not yet available		
Org Goal 10	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	Data not yet available		
Org Goal 11	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with disabilities.	Data not yet available		
	Each year, the school will meet or exceed any applicable student retention targets, as			

Org Goal 12	prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Data not yet available		
Org Goal 13	Innovation will continue to work towards adopting the "community schools model" by engaging in partnerships that focus on integrating academics, social services and community-based supports and opportunities into the school.	Number and value of academic, social, health and human services partnerships, and services provided to students and families. Innovation is a member of the East Harlem Human Services Consortium (a group of health and human services providers) and makes regular referrals through our Dean of Family and Community Partnerships, who acts as a resource coordinator for our students and their families.	Met	
Org Goal 14	Each year, the Collaborative School Governance Committee will meet at least five times and provide meaningful input in the development and implementation of the school's Title I Parent Involvement Policy.	Number of meetings and involvement and input into matters including Innovation's Title I expenditures, Parent Involvement Policy, and charter goals.	Met	
Org Goal 15	Each year, teachers will express satisfaction with their jobs by signing and returning offer letters at a rate of 90% or	Percentage of offer letters returned by teaching staff	Met	

more not later than the end of the then current school year.

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.

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.
Terence Joseph has joined the document.Invalid: Input must fall within

Number of hours engaged in professional development for each teacher; 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

Org
Goal 16

	specified range			
Org Goal 17	Each year, Innovation will demonstrate good faith efforts to attract, retain, and meet or exceed NYS Board of Regents-prescribed student recruitment and retention targets for SWDs, ELLs and students who are eligible for the free and reduced-price lunch program.	Innovation recruits and enrolls SWDs, ELLS and FRPL eligible students by: attending high school fairs, attend community youth fairs; outreach to CBOs; presentations at middle schools, CBOs, subsidized housing developments, and tenant association meeting. Innovation also makes presentations to middle school classes that are primarily ELL and SpEd in composition. We work closely with middle school guidance counselors to ensure that students with IEPs are made aware of our SpEd model and school mission.	Met	
Org Goal 18	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.	ATS enrollment figures	Not Met	89% of students enrolled returned the following school year. We will enhance our outreach efforts to existing families to identify students who may consider transferring and ensure that parents are fully aware of the many opportunities and services available at Innovation.
Org Goal 19	Each year, the number of disciplinary referrals and/or restrictive interventions will be	Data compiled by School Discipline Team	Met	

	reduced by at least 5 percent.			
Org Goal 20	Each year, at least 75% of Innovation students will engage in structured activities aimed at helping them develop leadership qualities through civic involvement, social activism and community-service.	The multiple leadership opportunities provided to Innovation students including: Enrichment Week Enrollment, Annual Service Day and Earthwatch.	Met	

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financia I 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	
Financia I 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	Not Met	More realistic projections regarding enrollment and more conservative budgeting assumptions have led to a balanced budget for the first quarter of FY '20.
Financia I Goal 3				
Financia I Goal 4				
Financia I Goal 5				

7. Do have more financial goals to add? No

Thank you.



Entry 4 Expenditures per Child

Created: 07/22/2019 • Last updated: 07/25/2019

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATIONS Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:*

Audit Guide available within the portal or on the NYSED website at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	9428806
Line 2: Year End FTE student enrollment	429
Line 3: Divide Line 1 by Line 2	21971

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	844360
Line 2: Management and General Cost (Column)	167644
Line 3: Sum of Line 1 and Line 2	1012004
Line 5: Divide Line 3 by the Year End FTE student enrollment	2358

Thank you.

Renaissance Charter High School for Innovation

Independent Auditor's Report and Financial Statements

June 30, 2019 and 2018



Renaissance Charter High School for Innovation
June 30, 2019 and 2018

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Independent Auditor's Report

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

Report on the Financial Statements

We have audited the accompanying financial statements of Renaissance Charter High School for Innovation, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Renaissance Charter High School for Innovation as of June 30, 2019 and 2018, 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.

Emphasis of Matter

As described in *Note 6* to the financial statements, in 2019, Renaissance Charter High School for Innovation, adopted ASU 2016-14, *Not-for-Profit Entities* (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

Supplementary Information

Our audits were performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary 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 audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2019, on our consideration of Renaissance Charter High School for Innovation'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 Renaissance Charter High School for Innovation'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 Renaissance Charter High School for Innovation's internal control over financial reporting and compliance.

BKD, LLP

New York, New York
October 29, 2019

Renaissance Charter High School for Innovation
Statements of Financial Position
June 30, 2019 and 2018

	2019	2018
Assets		
Current Assets		
Cash and cash equivalents	\$ 1,447,856	\$ 1,529,309
Grants and contracts receivable	161,201	392,502
Prepaid expenses and other current assets	60,405	69,022
Total current assets	1,669,462	1,990,833
Property and equipment, net	203,823	286,812
Cash reserves	70,771	70,630
Operating reserves – board-designated cash	2,041,728	2,018,123
Total assets	\$ 3,985,784	\$ 4,366,398
 Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued expenses	\$ 47,390	\$ 180,895
Accrued salaries and related liabilities	391,690	488,479
Deferred revenue	11,603	-
Total current liabilities	450,683	669,374
Net Assets		
Without donor restrictions		
Operating	1,493,373	1,678,901
Designated by the board for operating reserve	2,041,728	2,018,123
Total net assets	3,535,101	3,697,024
Total liabilities and net assets	\$ 3,985,784	\$ 4,366,398

Renaissance Charter High School for Innovation

Statements of Activities

Years Ended June 30, 2019 and 2018

	2019	2018
Revenues and Other Support		
Per-pupil operating revenue – resident student enrollment	\$ 6,552,702	\$ 6,322,150
Per-pupil operating revenue – students with disabilities	2,065,723	2,664,908
Total state and local per-pupil operating revenues	8,618,425	8,987,058
Government grants and contracts – federal	397,309	476,588
Government grants and contracts – state	240,909	193,514
In-kind contributions	2,020,684	1,940,249
Interest	24,046	13,651
Other revenue	2,249	8,047
Total revenues and other support	11,303,622	11,619,107
Expenses		
Program services		
General education	7,793,624	8,329,049
Special education	2,155,949	1,901,895
Total program services	9,949,573	10,230,944
Supporting services		
Management and general	1,509,725	1,600,622
Fundraising	6,247	5,443
Total supporting services	1,515,972	1,606,065
Total expenses	11,465,545	11,837,009
Change in Net Assets	(161,923)	(217,902)
Net Assets Without Donor Restrictions, Beginning of Year	3,697,024	3,914,926
Net Assets Without Donor Restrictions, End of Year	\$ 3,535,101	\$ 3,697,024

Renaissance Charter High School for Innovation
Statements of Functional Expenses
Years Ended June 30, 2019 and 2018

	2019							
	No. of Positions*	Program Services			Supporting Services			Total
		General Education	Special Education	Total	Management and General	Fundraising	Total	
Personnel Service Costs								
Instructional personnel	61	\$ 4,059,983	\$ 795,438	\$ 4,855,421	\$ -	\$ -	\$ -	\$ 4,855,421
Non-instructional personnel	2	-	-	-	91,262	-	91,262	91,262
Administrative personnel	19	649,470	482,357	1,131,827	753,098	5,020	758,118	1,889,945
Total salaries and staff	82	4,709,453	1,277,795	5,987,248	844,360	5,020	849,380	6,836,628
Payroll taxes and employee benefits		995,611	270,135	1,265,746	178,504	1,061	179,565	1,445,311
Retirement expense		155,769	42,264	198,033	27,928	166	28,094	226,127
Legal fees		-	-	-	47,832	-	47,832	47,832
Audit fees		-	-	-	1,000	-	1,000	1,000
Professional fees		75,044	24,603	99,647	101,049	-	101,049	200,696
Curriculum and classroom		78,233	36,090	114,323	-	-	-	114,323
Student services		111,901	51,622	163,523	-	-	-	163,523
Staff development		34,682	9,410	44,092	6,255	-	6,255	50,347
Travel/conferences		3,565	967	4,532	643	-	643	5,175
Office expense		16,442	4,461	20,903	12,177	-	12,177	33,080
Postage, printing and copying		8,534	2,315	10,849	1,539	-	1,539	12,388
Insurance		37,746	10,241	47,987	6,808	-	6,808	54,795
Marketing and recruiting		18,214	5,917	24,131	2,360	-	2,360	26,491
Information technology		81,324	22,065	103,389	14,667	-	14,667	118,056
Non-capitalized equipment and furnishings		4,040	1,096	5,136	729	-	729	5,865
Equipment rental		11,282	3,061	14,343	2,035	-	2,035	16,378
Repairs and maintenance		5,236	1,421	6,657	944	-	944	7,601
In-kind rent		1,356,263	367,989	1,724,252	244,611	-	244,611	1,968,863
Depreciation and amortization		90,285	24,497	114,782	16,284	-	16,284	131,066
Total expenses		\$ 7,793,624	\$ 2,155,949	\$ 9,949,573	\$ 1,509,725	\$ 6,247	\$ 1,515,972	\$ 11,465,545

* Supplementary information

Renaissance Charter High School for Innovation
Statements of Functional Expenses (Continued)
Year Ended June 30, 2019 and 2018

	2018							
	No. of Positions*	Program Services			Supporting Services			Total
		General Education	Special Education	Total	Management and General	Fundraising	Total	
Personnel Service Costs								
Instructional personnel	66	\$ 4,330,984	\$ 577,267	\$ 4,908,251	\$ -	\$ -	\$ -	\$ 4,908,251
Non-instructional personnel	3	3,000	-	3,000	113,208	-	113,208	116,208
Administrative personnel	21	666,805	511,878	1,178,683	765,091	4,391	769,482	1,948,165
Total salaries and staff	<u>90</u>	<u>5,000,789</u>	<u>1,089,145</u>	<u>6,089,934</u>	<u>878,299</u>	<u>4,391</u>	<u>882,690</u>	<u>6,972,624</u>
Payroll taxes and employee benefits		1,060,781	231,032	1,291,813	186,307	932	187,239	1,479,052
Retirement expense		136,167	29,656	165,823	23,915	120	24,035	189,858
Legal fees		-	-	-	34,598	-	34,598	34,598
Audit fees		-	-	-	29,850	-	29,850	29,850
Professional fees		67,105	32,201	99,306	123,313	-	123,313	222,619
Curriculum and classroom		94,162	47,439	141,601	-	-	-	141,601
Student services		142,872	71,979	214,851	-	-	-	214,851
Staff development		61,525	13,400	74,925	10,860	-	10,860	85,785
Travel/conferences		23,423	5,101	28,524	4,134	-	4,134	32,658
Office expense		60,622	13,203	73,825	14,067	-	14,067	87,892
Postage, printing and copying		8,240	1,795	10,035	1,454	-	1,454	11,489
Insurance		33,879	7,379	41,258	5,980	-	5,980	47,238
Marketing and recruiting		23,427	7,597	31,024	2,595	-	2,595	33,619
Information technology		95,629	20,827	116,456	16,879	-	16,879	133,335
Non-capitalized equipment and furnishings		13,170	2,868	16,038	2,325	-	2,325	18,363
Equipment rental		14,468	3,151	17,619	2,554	-	2,554	20,173
Repairs and maintenance		9,133	1,989	11,122	1,612	-	1,612	12,734
In-kind rent		1,360,280	296,262	1,656,542	240,103	-	240,103	1,896,645
Depreciation and amortization		123,377	26,871	150,248	21,777	-	21,777	172,025
Total expenses		<u>\$ 8,329,049</u>	<u>\$ 1,901,895</u>	<u>\$ 10,230,944</u>	<u>\$ 1,600,622</u>	<u>\$ 5,443</u>	<u>\$ 1,606,065</u>	<u>\$ 11,837,009</u>

* Supplementary information

Renaissance Charter High School for Innovation
Statements of Cash Flows
Years Ended June 30, 2019 and 2018

	2019	2018
Operating Activities		
Change in net assets	\$ (161,923)	\$ (217,902)
Items not requiring (providing) operating cash flows		
Depreciation and amortization	131,066	172,025
Changes in		
Grants and contracts receivable	231,301	43,323
Prepaid expenses and other current assets	8,617	(18,867)
Accounts payable and accrued expenses	(133,505)	56,634
Accrued salaries and related liabilities	(96,789)	299,876
Deferred revenue	11,603	-
	<u>(9,630)</u>	<u>335,089</u>
Net cash (used in) provided by operating activities		
Investing Activities		
Purchase of property and equipment	(48,077)	(86,687)
Cash reserves	(141)	(141)
Operating reserves – board-designated cash	(23,605)	(1,011,387)
	<u>(71,823)</u>	<u>(1,098,215)</u>
Net cash used in investing activities		
Decrease in Cash and Cash Equivalents	(81,453)	(763,126)
Cash and Cash Equivalents, Beginning of Year	<u>1,529,309</u>	<u>2,292,435</u>
Cash and Cash Equivalents, End of Year	<u>\$ 1,447,856</u>	<u>\$ 1,529,309</u>

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

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

Nature of Operations

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 12, 2018, the School's charter was renewed by the New York State Board of Regents through June 30, 2021. 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 2019 and 2018, the School operated classes for 429 and 435 full-time equivalent general instruction students, of which 123 and 145 were special education students, respectively. The School is supported primarily by state and local per-pupil revenues.

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

The School considers all liquid investments with original maturities of three months or less to be cash equivalents. At June 30, 2019 and 2018, cash equivalents consisted primarily of money market accounts.

At June 30, 2019, the School's cash accounts exceeded federally insured limits by approximately \$3,329,000.

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.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

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, 2019 and 2018, the School had no allowance for doubtful accounts.

Property and Equipment

Property and equipment acquisitions are stated at cost, less accumulated depreciation and amortization. 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, 2019 and 2018.

Deferred Revenue

Revenue from the state and local governments and fees collected for field trips are deferred and recognized over the periods to which the fees relate.

Net Assets

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

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

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.

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. These grants are recorded as revenue by the School when services are rendered.

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.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

In-Kind Contributions

The School receives in-kind contributions of free and reduced-price lunches directly to a majority of the student and in-kind rent from The New York City Department of Education (NYCDOE). It is the policy of the School to record the estimated fair value of certain in-kind donations as an expense in its financial statements and similarly increase contribution revenue by the same amount.

The School has been provided space in a building owned by the NYCDOE at no charge to the School. The space is provided to the School in a building utilization plan provided by the NYCDOE. The plan provides approximately 19,755 square feet or 49 percent 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 percent of their general education funding to cover rental expenses. Based on this, in-kind rent of \$1,968,863 and \$1,896,645 is being recorded in the financial statements for the years ended June 30, 2019 and 2018, respectively.

Contributed Services

Contributions of services are recognized as revenue at their estimated fair value only when the services received create or enhance nonfinancial assets or require specialized skills possessed by the individuals providing the service and the service would typically need to be purchased if not donated. Contribution revenue recognized from contributed services consisted of:

	<u>2019</u>	<u>2018</u>
Pro bono legal services for management and general activities	<u>\$ 47,590</u>	<u>\$ 34,598</u>

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.

Income Taxes

The School is exempt from income taxes under Section 501 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.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

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 and cost allocations estimated by the School's personnel.

Note 2: Property and Equipment

Property and equipment at June 30, 2019 and 2018 consists of:

	<u>2019</u>	<u>2018</u>
Furniture and fixtures	\$ 235,450	\$ 235,450
Equipment	773,952	725,875
Leasehold improvements	65,244	65,244
Website development	<u>114,525</u>	<u>114,525</u>
	1,189,171	1,141,094
Less accumulated depreciation and amortization	<u>(985,348)</u>	<u>(854,282)</u>
	<u>\$ 203,823</u>	<u>\$ 286,812</u>

Note 3: 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.

A significant portion of the School's revenue is paid NYCDOE.

Note 4: 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 percent of employee contributions. Pension expense was \$226,127 and \$189,858 for the years ended June 30, 2019 and 2018, respectively.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

Note 5: Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of June 30, 2019, comprise the following:

Financial assets	
Cash and cash equivalents	\$ 1,447,856
Grants and contracts receivable	161,201
Operating reserves – board-designated cash	2,041,728
Total financial assets	3,650,785
Internal designations	
Operating reserves – board-designated cash	2,041,728
Financial assets available to meet cash needs for general expenditures within one year	\$ 1,609,057

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 year ended June 30, 2019, the level of liquidity and reserves was managed within the policy requirements.

Note 6: Change in Accounting Principles

In 2019, the School adopted Accounting Standards Update (ASU) 2016-14, *Not-for-Profit Entities* (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. A summary of the changes is as follows:

Statements of Financial Position

- The statements of financial position distinguish between two new classes of net assets—those with donor-imposed restrictions and those without. This is a change from the previously required three classes of net assets—unrestricted, temporarily restricted and permanently restricted.

Statements of Activities and Functional Expenses

- Expenses are reported by both nature and function in one location.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

Notes to the Financial Statements

- Enhanced quantitative and qualitative disclosures provide additional information useful in assessing liquidity and cash flows available to meet operating expenses for one year from the date of the statements of financial position.

This change had no impact on previously reported total change in net assets.

Note 7: Future Change in Accounting Principles

Revenue Recognition

The Financial Accounting Standards Board (FASB) amended its standards related to revenue recognition. This amendment replaces all existing revenue recognition guidance and provides a single, comprehensive revenue recognition model for all contracts with customers. The guidance provides a five-step analysis of transactions to determine when and how revenue is recognized. Other major provisions include capitalization of certain contract costs, consideration of the time value of money in the transaction price and allowing estimates of variable consideration to be recognized before contingencies are resolved in certain circumstances. The amendment also requires additional disclosure about the nature, amount, timing and uncertainty of revenue and cash flows arising from customer contracts, including significant judgments and changes in those judgments and assets recognized from costs incurred to fulfill a contract. The standard allows either full or modified retrospective adoption effective for annual periods beginning after December 15, 2018 for nonpublic entities, and any interim periods within annual reporting periods that begin after December 15, 2019. The School is in the process of evaluating the impact the amendment will have on the financial statements.

FASB Releases Not-for-Profit Accounting Standard for Grants and Contributions

Accounting Standards Update (ASU) No. 2018-08, *Not-for-Profit Entities* Topic 958, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*, clarifies existing guidance on determining whether a transaction with a resource provider, *e.g.*, the receipt of funds under a government grant or contract, is a contribution or an exchange transaction. The guidance requires all organizations to evaluate whether the resource provider is receiving commensurate value in a transfer of assets transaction and whether contributions are conditional or unconditional. If commensurate value is received by the resource provider, the transaction would be accounted for as an exchange transaction by applying Topic 606, *Revenue from Contracts with Customers*, or other topics. The standard clarifies that a resource provider is not synonymous with the general public. Indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider. If commensurate value is not received by the resource provider, *i.e.*, the transaction is nonexchange, the recipient organization would record the transaction as a contribution under Topic 958 and determine whether the contribution is conditional or unconditional.

Renaissance Charter High School for Innovation

Notes to Financial Statements

June 30, 2019 and 2018

FASB expects that the new standard could result in more grants and contracts being accounted for as contributions (often conditional contributions) than under current generally accepted accounting principles. Because of this, it believes the clarifying guidance about whether a contribution is conditional or unconditional, which affects the timing of revenue recognition, is important. Both the recipient and resource provider would equally apply the guidance. For non-public entities, the standard will be effective for reporting periods beginning on or after December 15, 2018.

**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
Renaissance Charter High School for Innovation
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 Renaissance Charter High School for Innovation, which comprise the statement of financial position as of June 30, 2019, 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 29, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Renaissance Charter High School for Innovation's internal control over financial reporting (internal control) to determine the 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 Renaissance Charter High School for Innovation's internal control. Accordingly, we do not express an opinion on the effectiveness of Renaissance Charter High School for Innovation'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 may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Renaissance Charter High School for Innovation'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 determination of financial statement amounts. 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.

BKD, LLP

New York, New York
October 29, 2019



Entry 5c Additional Financial Docs

Last updated: 11/01/2019

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

Section Heading

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/119136803/8mMlunnVv3/>

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. The 2018-2019 Form 990 has not yet been prepared and filed.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. The school is not responsible for preparing and filing a Federal Single Audit.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. The school is not required to prepare a CSP Agreed Upon Procedure Report

5. Evidence of Required Escrow Account

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

<https://nysed-cso-reports.fluidreview.com/resp/119136803/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. There is no corrective action plan because no material weaknesses or deficiencies in internal controls were identified by the school's auditors.

Board of Trustees and Management
Renaissance Charter High School for Innovation
New York, New York

As part of our audit of the financial statements of Renaissance Charter High School for Innovation (the School) as of and for the year ended June 30, 2019, 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

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 is designed to obtain reasonable, rather than absolute, assurance about the financial statements. 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 engagement letter more specifically describes our responsibilities.

These standards require communication of significant matters related to the financial statement audit 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.

An audit of the financial statements does not relieve management or those charged with governance of their responsibilities. Our engagement letter 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:

- Receivables and allowance for doubtful accounts
- Fair value of in-kind rent contribution and expense

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. 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, to the financial statements as a whole.

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

No matters are reportable.

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

Although not considered material weaknesses, significant deficiencies or deficiencies in internal control over financial reporting, 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.

Conflict of Interest Policy and Disclosures

We recommend that key members of management disclose, on an annual basis, any organizations that they may be members of and if they are aware of any conflicts of interest. While not required, it is considered a best practice and should be implemented in the School's conflict of interest policy.

FASB Releases New Revenue Recognition Standard

The model for revenue recognition is changing with the Financial Accounting Standards Board's (FASB) release on May 28, 2014 of Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers*. Since 2008, FASB and the International Accounting Standards Board have been working jointly on developing a single principles-based model for recognizing revenue. The goal of the final standard is to improve consistency of requirements, comparability of revenue recognition practices and usefulness of disclosures.

The ASU applies to all contracts with customers, other than those within the scope of other standards, such as leases, insurance, financing arrangements, financial instruments and guarantees (other than product or service warranties). The ASU does not apply to other parties to a contract who are not customers.

The core principle of the new model is that an entity would recognize revenue as it transfers goods or services to customers in an amount that reflects the consideration it expects to receive. In order to achieve that core principle, an entity would apply a five-step model.

The five-step application is as follows:

- Step 1: Identify the contract with a customer.
- Step 2: Identify the separate performance obligations in the contract.
- Step 3: Determine the transaction price.
- Step 4: Allocate the transaction price to the separate performance obligations in the contract.
- Step 5: Recognize revenue when (or as) performance obligations are satisfied.

Outlined below are the significant changes to expect from the new revenue recognition standard.

Under the Current Guidance

1. There are several requirements for recognizing revenue, including many that are industry-specific.
2. Most companies provide little disclosure information about revenue contracts; disclosures usually relate to accounting policies and segment reporting.
3. Some goods or services promised to a customer in a contract might represent separate obligations to the customer but could be determined to not be distinct revenue generating transactions.
4. In a multiple deliverable arrangement, the amount of consideration allocated to a delivered item is limited to the amount that is not contingent on the future delivery of goods or services.

5. Accounting for variable consideration varies from industry to industry.

Under the New Guidance

1. There will be consistent principles, regardless of industry, for recognizing revenue.
2. There is now a cohesive set of disclosure requirements. These disclosures will provide users of the financial statements with quantitative and qualitative information regarding revenue recognition policies and how they are applied.
3. Organizations will need to go through the five-step process outlined above.
4. Organizations will determine the transaction price. The transaction price will then be allocated to each performance obligation, except when a discount or some sort of variable consideration can be attributed entirely to one or more performance obligations in the contract.
5. Variable consideration will be included in the transaction price as long as it is deemed probable that a significant reversal of revenue will not occur. The new model includes consideration for various types of variable consideration, such as rebates, discounts bonuses or a right of return.

Entities can apply the new standard using either the full retrospective method—including the optional application of certain practical expedients—or use an alternative transition method. The alternative transition method requires an entity to apply the new guidance only to contracts in process under legacy U.S. generally accepted accounting principles at the date of initial application and recognize the cumulative effect of adoption as an adjustment to the opening balance of retained earnings in the year of initial application. An entity choosing to apply the alternative transition method would not restate comparative years, but it would be required to provide additional disclosures in the initial year of adoption.

For the School, the standard will be effective for annual reporting periods beginning on or after December 15, 2018 (fiscal year ended June 30, 2020), and interim and annual reporting periods thereafter.

FASB Releases Not-for-Profit Accounting Standard for Grants and Contributions

On June 21, 2018, FASB issued ASU 2018-08. This standard clarifies existing guidance on determining whether a transaction with a resource provider, *e.g.*, the receipt of funds under a government grant or contract, is a contribution or an exchange transaction. The guidance requires all organizations to evaluate whether the resource provider is receiving commensurate value in a transfer of assets transaction, and whether contributions are conditional or unconditional.

If commensurate value is received by the resource provider, the transaction would be accounted for as an exchange transaction by applying Topic 606, *Revenue from Contracts with Customers*, or other topics. The standard clarifies that a resource provider is not synonymous with the general public. Indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider. If commensurate value is not received by the resource provider, *i.e.*, the transaction is nonexchange, the recipient organization would record the transaction as a contribution under Topic 958 and determine whether the contribution is conditional or unconditional.

FASB expects that the new standard could result in more grants and contracts being accounted for as contributions (often conditional contributions) than under current generally accepted accounting

principles. Because of this, it believes the clarifying guidance about whether a contribution is conditional or unconditional, which affects the timing of revenue recognition, is important. Both the recipient and resource provider would equally apply the guidance.

For the School, the standard will be effective for annual reporting periods beginning on or after December 15, 2018.

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

BKD, LLP

New York, New York
October 29, 2019

Renaissance Charter High School for Innovation

ATTACHMENT

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

QUANTITATIVE ANALYSIS

	Before Misstatements	Misstatements	Subsequent to Misstatements	% Change
Current Assets	1,669,462	0	1,669,462	0.00%
Non-Current Assets	2,316,322	0	2,316,322	0.00%
Current Liabilities	(450,683)	0	(450,683)	0.00%
Non-Current Liabilities	0	0	0	0.00%
Current Ratio	3.70		3.70	0.00%
Total Assets	3,985,784	0	3,985,784	0.00%
Total Liabilities	(450,683)	0	(450,683)	0.00%
Net Assets	(3,535,101)	0	(3,535,101)	0.00%
Revenues & Income	(11,303,622)	0	(11,303,622)	0.00%
Costs & Expenses	11,465,545	29,850	11,495,395	0.26%
Net Income	161,923	29,850	191,773	18.43%

Client: Renaissance Charter High School for Innovation
Period Ending: June 30, 2019

SCHEDULE OF UNCORRECTED MISSTATEMENTS (ADJUSTMENTS PASSED)

Description	Location or Business Unit	Financial Line Item	Factual (F), Judgmental (J), or Projected (P)	Assets		Liabilities		(X) Tax	Revenues & Income		Costs & Expenses		Net Assets		Net Effect on Following Year					
				Current		Non-Current			Current		Non-Current		DR (CR)		DR (CR)		Net Income		Net Assets	
				DR	(CR)	DR	(CR)		DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)
In fiscal 2018, the School accrued for the 2018 audit, as opposed to expensing the fees as incurred in 2019.			F	0	0	0	0		0	29,850	0	29,850	0	(29,850)	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		
				0	0	0	0		0	0	0	0	0	0	0	0	0	0		

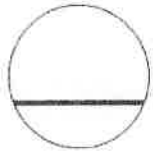
Taxable passed adjustments
 Times (1 - effective tax rate of 00%)
 Taxable passed adjustments net of tax impact
 Nontaxable passed adjustments
 Total passed adjustments, net of tax impact (if any)

Taxable passed adjustments	0	29,850	(29,850)
Times (1 - effective tax rate of 00%)	100%	100%	-100%
Taxable passed adjustments net of tax impact	0	29,850	(29,850)
Nontaxable passed adjustments	0	0	0
Total passed adjustments, net of tax impact (if any)	0	29,850	(29,850)

Impact on Net Income

Impact on Net Assets

Impact on Net Income	29,850
Impact on Net Assets	0



The Renaissance Charter High School for **INNOVATION**

410 East 100th St • New York, NY 10029 • T: 212.722.5871 • F: 646.430.8555 • www.innovationhighschool.org

October 29, 2019

BKD, LLP

Certified Public Accountants
655 Third Avenue, Suite 1200
New York, NY 10017

We are providing this letter in connection with your audits of our financial statements as of and for the years ended June 30, 2019 and 2018. We confirm that we are responsible for the fair presentation of the financial statements 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.

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 engagement letter dated August 23, 2019, 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 internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation and maintenance of internal control to prevent and detect fraud.

4. We acknowledge the School 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 School does not meet the definition of a “public entity” under generally accepted accounting principles for certain accounting standards.
5. 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.
6. 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.
 - (e) All significant contracts and grants.
7. All transactions have been recorded in the accounting records and are reflected in the financial statements.
8. We have informed you of all current risks of a material amount that are not adequately prevented or detected by School procedures with respect to:
 - (a) Misappropriation of assets.
 - (b) Misrepresented or misstated assets, liabilities or net assets.
9. 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 consolidated financial statements taken as a whole.
10. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to BKD any and all known reportable tax transactions.

11. We have no knowledge of any known or suspected:
 - (a) Fraudulent financial reporting or misappropriation of assets involving management or employees who have significant roles in internal control.
 - (b) Fraudulent financial reporting or misappropriation of assets involving others that could have a material effect on the financial statements.

12. We have no knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, customers, regulators, suppliers or others.

13. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware. 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 School may deal if the School 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 School.

14. 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 School is contingently liable.

15. 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.
16. We have no reason to believe the School 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.
17. 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.
18. 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.
19. Except as disclosed in the financial statements, the School has:
 - (a) Satisfactory title to all recorded assets, and they are not subject to any liens, pledges or other encumbrances.
 - (b) Complied with all aspects of contractual and grant agreements, for which noncompliance would materially affect the financial statements.
20. The financial statements disclose all significant estimates and material concentrations known to us. Significant estimates are estimates at the statement of financial position date which 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 which 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.
21. 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.

22. 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.
23. 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.
24. With respect to any nonattest services you have provided us during the year, including preparing a draft of the financial statements:
 - (a) We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.
 - (b) We have established and monitored the performance of the nonattest services to ensure that they meet our objectives.
 - (c) We have made any and all decisions involving management functions with respect to the nonattest services and accept full responsibility for such decisions.
 - (d) We have evaluated the adequacy of the services performed and any findings that resulted.
25. We are an organization 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.
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 acknowledge that we are responsible for compliance with applicable laws, regulations and provisions of contracts and grant agreements.
28. 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.

29. 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.
30. 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.
31. We have a process to track the status of audit findings and recommendations.
32. 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.
33. 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*.
34. 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 consolidated financial statements, we acknowledge we will make the audited consolidated 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.

35. We have evaluated whether there are conditions or events known or reasonably knowable, considered in the aggregate, that raise substantial doubt about the School'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.



Stephen Falla Riff, Esq.
Executive Director



Atiba Fraser,
Associate Director of Finance



America's Most Convenient Bank®

RENAISSANCE CHARTER HIGH SCHOOL
FOR INNOVATION
410 E 100TH ST 2ND FLOOR
NEW YORK NY 10029

Page: 1 of 2
Statement Period: Sep 01 2019-Sep 30 2019
Cust Ref #: [REDACTED]
Primary Account #: [REDACTED]

TD now accepts Real Time Payments!

We're pleased to announce that TD will soon accept Real Time Payments (RTPs), which means you can receive certain electronic payments sent through RTP almost immediately. This is good news for consumers, businesses, and government agencies who use RTPs. As a TD Customer, you are automatically enrolled. Please be advised that you may not send or receive RTPs on behalf of a person who is not a resident of, or otherwise residing in, the United States. Please visit tdbank.com/RTP to learn more.

Enterprise Money Market

RENAISSANCE CHARTER HIGH SCHOOL

Account # 428-3500316

ACCOUNT SUMMARY

Beginning Balance	70,795.19	Average Collected Balance	70,795.57
Other Credits	11.64	Interest Earned This Period	11.64
Ending Balance	70,806.83	Interest Paid Year-to-Date	105.83
		Annual Percentage Yield Earned	0.20%
		Days in Period	30

DAILY ACCOUNT ACTIVITY

Other Credits

POSTING DATE	DESCRIPTION	AMOUNT
09/30	INTEREST PAID	11.64
	Subtotal:	11.64

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
08/31	70,795.19	09/30	70,806.83



Entry 5d Financial Services Contact Information

Last updated: 10/29/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

Section Heading

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2019-20 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please 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.

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,211,632	2,006,866	-	5,129	983,360	9,206,986
Total Expenses	6,199,595	2,006,747	-	5,130	979,347	9,190,818
Net Income	12,037	118	-	(1)	4,013	16,168
Actual Student Enrollment	420	112				-
Total Paid Student Enrollment	420	112				532

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

New York City

\$16,150.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

5,833,380	-	-	-	949,620	6,783,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
5,833,380	-	-	-	949,620	6,783,000

Special Education Revenue

18,740	1,836,507	-	-	18,740	1,873,986
--------	-----------	---	---	--------	-----------

Grants

- Stimulus
- Other

-	-	-	-	-	-
-	-	-	-	-	-

Other State Revenue

100,000	-	-	-	-	100,000
---------	---	---	---	---	---------

TOTAL REVENUE FROM STATE SOURCES

5,952,120	1,836,507	-	-	968,360	8,756,986
-----------	-----------	---	---	---------	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	140,000	-	-	-	140,000
---	---------	---	---	---	---------

Title I

173,000	-	-	-	-	173,000
---------	---	---	---	---	---------

Title Funding - Other

24,212	8,788	-	-	-	33,000
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School Food Service (Free Lunch)

-	-	-	-	-	-
---	---	---	---	---	---

Grants

- Charter School Program (CSP) Planning & Implementation
- Other

-	-	-	-	-	-
-	-	-	-	-	-

Other Federal Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM FEDERAL SOURCES

197,212	148,788	-	-	-	346,000
---------	---------	---	---	---	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

2,871	-	-	5,129	-	8,000
-------	---	---	-------	---	-------

Erate Reimbursement

33,016	11,984	-	-	-	45,000
--------	--------	---	---	---	--------

Interest Income, Earnings on Investments,

-	-	-	-	15,000	15,000
---	---	---	---	--------	--------

NYC-DYCD (Department of Youth and Community Developmt.)

-	-	-	-	-	-
---	---	---	---	---	---

Food Service (Income from meals)

-	-	-	-	-	-
---	---	---	---	---	---

Text Book

26,413	9,587	-	-	-	36,000
--------	-------	---	---	---	--------

Other Local Revenue

-	-	-	-	-	-
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TOTAL REVENUE FROM LOCAL and OTHER SOURCES

62,300	21,571	-	5,129	15,000	104,000
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TOTAL REVENUE

6,211,632	2,006,866	-	5,129	983,360	9,206,986
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

- Executive Management
- Instructional Management
- Deans, Directors & Coordinators
- CFO / Director of Finance

1.00	9,352	-	-	-	177,681	187,033
2.00	233,021	84,580	-	-	-	317,601
10.00	748,830	94,166	-	4,080	97,920	944,995
1.00	-	-	-	-	86,250	86,250

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Total Revenue	6,211,632	2,006,866	-	5,129	983,360	9,206,986
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Net Income	12,037	118	-	(1)	4,013	16,168
Actual Student Enrollment	420	112				-
Total Paid Student Enrollment	420	112				532

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	1.00	-	-	-	103,812	103,812
Administrative Staff	4.00	181,229	-	-	74,023	255,253
TOTAL ADMINISTRATIVE STAFF	19	1,172,431	178,746	4,080	539,686	1,894,943
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	27.00	2,135,520	-	-	-	2,135,520
Teachers - SPED	11.00	-	866,239	-	-	866,239
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	9.00	474,911	172,380	-	-	647,291
Aides	-	-	-	-	-	-
Therapists & Counselors	7.00	510,254	185,208	-	-	695,462
Other	-	118,427	15,331	-	6,742	140,500
TOTAL INSTRUCTIONAL	54	3,239,113	1,239,158	-	6,742	4,485,013
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	1.00	-	-	-	72,977	72,977
TOTAL NON-INSTRUCTIONAL	1	-	-	-	72,977	72,977
SUBTOTAL PERSONNEL SERVICE COSTS	74	4,411,544	1,417,904	4,080	619,405	6,452,933
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		343,595	110,434	-	48,243	502,589
Fringe / Employee Benefits		661,677	212,668	-	92,903	967,860
Retirement / Pension		123,057	39,551	-	17,278	180,000
TOTAL PAYROLL TAXES AND BENEFITS		1,128,329	362,653	-	158,424	1,650,449
TOTAL PERSONNEL SERVICE COSTS		5,539,873	1,780,557	4,080	777,828	8,103,382
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	28,000	28,000
Legal		-	-	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		6,153	1,978	-	20,864	29,000
Special Ed Services		11,739	4,261	-	-	16,000
Titement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		115,214	40,904	-	77,714	233,832
TOTAL CONTRACTED SERVICES		133,106	47,142	-	126,578	306,832
SCHOOL OPERATIONS						
Board Expenses		-	-	-	8,800	8,800
Classroom / Teaching Supplies & Materials		55,656	20,202	-	-	75,858

Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

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Total Paid Student Enrollment	420	112				532

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	32,282	11,718	-	-	-	44,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	14,562	4,680	-	-	2,058	21,300
Telephone	-	-	-	-	-	-
Technology	56,806	19,218	-	-	4,762	80,787
Student Testing & Assessment	2,738	994	-	-	-	3,731
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	121,732	44,186	-	-	-	165,918
Office Expense	19,087	6,135	-	-	27,698	52,920
Staff Development	36,393	11,697	-	-	5,143	53,234
Staff Recruitment	15,587	5,010	-	-	2,203	22,800
Student Recruitment / Marketing	5,469	1,758	-	-	773	8,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	18,230	5,859	-	-	2,576	26,665
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	378,543	131,456	-	-	54,014	564,013

FACILITY OPERATION & MAINTENANCE

Insurance	39,509	12,698	-	-	5,584	57,791
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	6,016	1,934	-	-	850	8,800
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	45,525	14,632	-	-	6,434	66,591

DEPRECIATION & AMORTIZATION

DEPRECIATION & AMORTIZATION	102,547	32,960	-	-	14,493	150,000
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
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TOTAL EXPENSES	6,199,595	2,006,747	-	5,130	979,347	9,190,818
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NET INCOME	12,037	118	-	(1)	4,013	16,168
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
New York City	420	112	532
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	420	112	532

REVENUE PER PUPIL	14,790	17,942	-
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Renaissance Charter High School for Innovation

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

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PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	14,761	17,941	-			

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Stipends and bonuses

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

Name:

Sona Karia

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

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

VICE CHAIR , TREASURER

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

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

3. Are you 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.

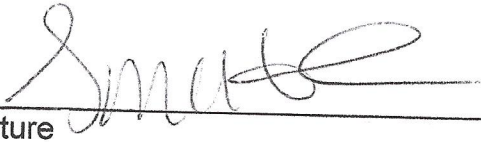
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; text-align: center;">NONE</p>			

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

NONE

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> <div style="font-size: 2em; font-weight: bold; margin: 10px 0;">None</div>				

Signature 

Date 7/23/2019

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

Business Telephone:
212-640-2000

Business Address:
200 Vesey Street, New York, NY ~~10013~~ 10285

E-mail Address:
sona.karia@innovationhighschool.org

Home Telephone:
302-222-0573

Home Address:
420 West 42nd Street, New York NY ~~10018~~ 10036



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

Name: Latoya Massey

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

Bemissance Charter High School for Innovation

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

Member, Secretary

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

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

3. Are you 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 X No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
None			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

Lalaya S. Massey
07/23/19
 Signature Date

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

Business Telephone:

(917) 402-2916

Business Address:

N/A

E-mail Address:

ms.lalayanmassey@gmail.com

Home Telephone:

(201) 567-0462

Home Address:

Englewood, NJ

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

Name: George Sarkissian

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

Renaissance Charter High School for Innovation

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

Chair of the Board of Trustees

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

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

3. Are you 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 X No

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

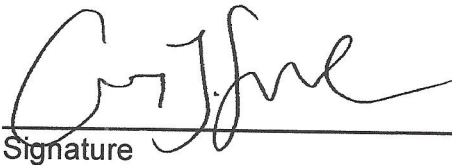
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

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

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

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

			the nature of the interest	
None				



Signature

July 25, 2019

Date

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

Business Telephone: (212) 482-5173

Business Address: 250 Broadway, 16th floor, New York, NY 10007

E-mail Address: nygeorge@gmail.com

Home Telephone: (646) 220-1564

Home Address: 801 West 181 Street, #10, New York, NY 10033

last revised 08/21/2018

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

Name:

Jasmin Singleton

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

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

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

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

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

3. Are you 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 X No

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

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write NONE	"None" if applicable. NONE	Do not leave NONE	this space blank. NONE / N/A

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

NONE

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	N/A



7/31/19

 Signature Date

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

Business Telephone:

Business Address:

E-mail Address:

Jasminequeensingleton@gmail.com

Home Telephone:

347-364-5500

Home Address:

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

Name:

EBONI KIRKLAND

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

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

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

PARENT REP
PERSONNEL COMMITTEE MEMBER

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

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

3. Are you 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.

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

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

None

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

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

Signature EBONI KIRKLAND Date 8/1/14

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

Business Telephone:

Business Address: _____

E-mail Address:
EBONI.KIRKLAND@INNOVATIONHIGH SCHOOL.ORG

Home Telephone:
347 316 6796

Home Address:

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

Name:

JAZED McSHAW

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

RENAISSANCE CHARTER High School for INNOVATION

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

FINANCE & AUDIT COMMITTEE MEMBER

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

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

3. Are you 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.

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

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

NONE

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

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

Signature JARED McSHALL Date 8/1/19

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

Business Telephone:

Business Address: _____

E-mail Address:
JARED.MCSHALL@INNOVATIONHIGH SCHOOL.ORG

Home Telephone:
646 924 7283

Home Address:



Entry 8 BOT Table

Last updated: 07/31/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018-19
1	George Sarkissian	Chair	Executive Committee Finance & Audit Personnel Review	Yes	3	3/13/2017	3/13/2022	10
2	Sona Karia	Treasurer	Executive Committee Finance & Audit	Yes	3	2/22/2015	2/22/2020	9
3	Latoya Massey	Secretary	Executive Committee Personnel Review	Yes	1	12/12/2018	12/12/2023	11
4	Jared McShall	Trustee/Member	Finance & Audit	Yes	1	12/12/2018	12/12/2023	6
5	Eboni Kirkland	Parent Rep	Personnel Review	Yes	2	3/31/2018	3/21/2021	5 or less
6	Jaynemie Angbah	Trustee/Member		Yes	1	7/24/2019	7/24/2024	
7	Gicel Adon	Trustee/Member		No		6/18/2019	6/18/2024	
8	Ramon Perdomo	Trustee/Member		No		6/18/2019	6/18/2024	
9	Jasmin Singleton	Trustee/Member		Yes	1			5 or less

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, 2019	6
b.Total Number of Members Added During 2018-19	1
c. Total Number of Members who Departed during 2018-19	0
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2018-19 12

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/31/2019

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018-June 2019, which should match the number of meetings held during the 2018-19 school year.

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?

Yes

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.

<http://www.innovationhighschool.org/public-documents/2018-19-board-notices-and-related-documents>



Entry 10 Enrollment and Retention of Special Populations

Created: 07/17/2019 • Last updated: 07/25/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

RENAISSANCE CHARTER HIGH SCHOOL FOR INNOVATION Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	<ul style="list-style-type: none"> -Attend High school Fairs -School Fair at The Rafael Hernandez Dual Language Magnet School -Attend Community Youth Fair -Outreach to Community base organization -Arrange Presentations at local Middle Schools, CBO’s, Housing Developments and Community Board meetings -Presentations to classes that are primarily ELL and SPED. -We 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 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.
English Language Learners/Multilingual Learner	<ul style="list-style-type: none"> -Attend High school Fairs -School Fair at The Rafael Hernandez Dual Language Magnet School -Attend Community Youth Fair -Outreach to Community base organization -Arrange Presentations at local Middle Schools, CBO’s, Housing Developments, Community Board meetings -Presentations to classes that are primarily ELL and SPED. 	<ul style="list-style-type: none"> -Attend DOE and Charter High school Fairs -Attend Community Youth 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

s	<p>-We work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission.</p>	<p>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.</p>
Student s with Disabilities	<p>-Attend High school Fairs -School Fair at The Rafael Hernandez Dual Language Magnet School -Attend Community Youth Fair -Outreach to Community base organization -Arrange Presentations at local Middle Schools, CBO's, Housing Developments, Community Board meetings -Presentations to classes that are primarily ELL and SPED. -We work closely with guidance counselors to ensure that all their students with IEP's are made aware of our SPED model and school mission.</p>	<p>-Attend DOE and Charter High school Fairs -Attend Community Youth 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.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	<p>At The Renaissance Charter High School for Innovation we provide several services to retain economically disadvantage students. Services that we provide include: -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</p>	<p>At The Renaissance Charter High School for Innovation we provide several services to retain economically disadvantage students. Services that we provide include: -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)</p>
	<p>At The Renaissance Charter High School for Innovation we provide several services to</p>	<p>At The Renaissance Charter High School for Innovation we provide several services to retain economically disadvantage students.</p>

<p>English Language Learners/Multilingual Learners</p>	<p>retain English Language Learners. 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 	<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>Students with Disabilities</p>	<p>At The Renaissance Charter High School for Innovation we provide several services to retain Students with Disabilities. 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 -Seat Time Recovery Program -Student Mastery Program -Advisory Program -After school activities and programming -LEAP Program -APEX 	<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 -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)



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/25/2019 • Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 - 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 - 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/30/19
57	18	4	1	56

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 - 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 - 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
20	3	1	0	19

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
--	----------------

Thank you



Entry 12 Uncertified Teachers

Created: 07/30/2019 • Last updated: 08/01/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. 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 column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-19)	12
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-19)	7
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-19)	3
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-19)	2

FTE Count of All Uncertified Teachers as of 6/30/19 12

FTE Count of All Certified Teachers as of 6/30/19 39

Thank you.

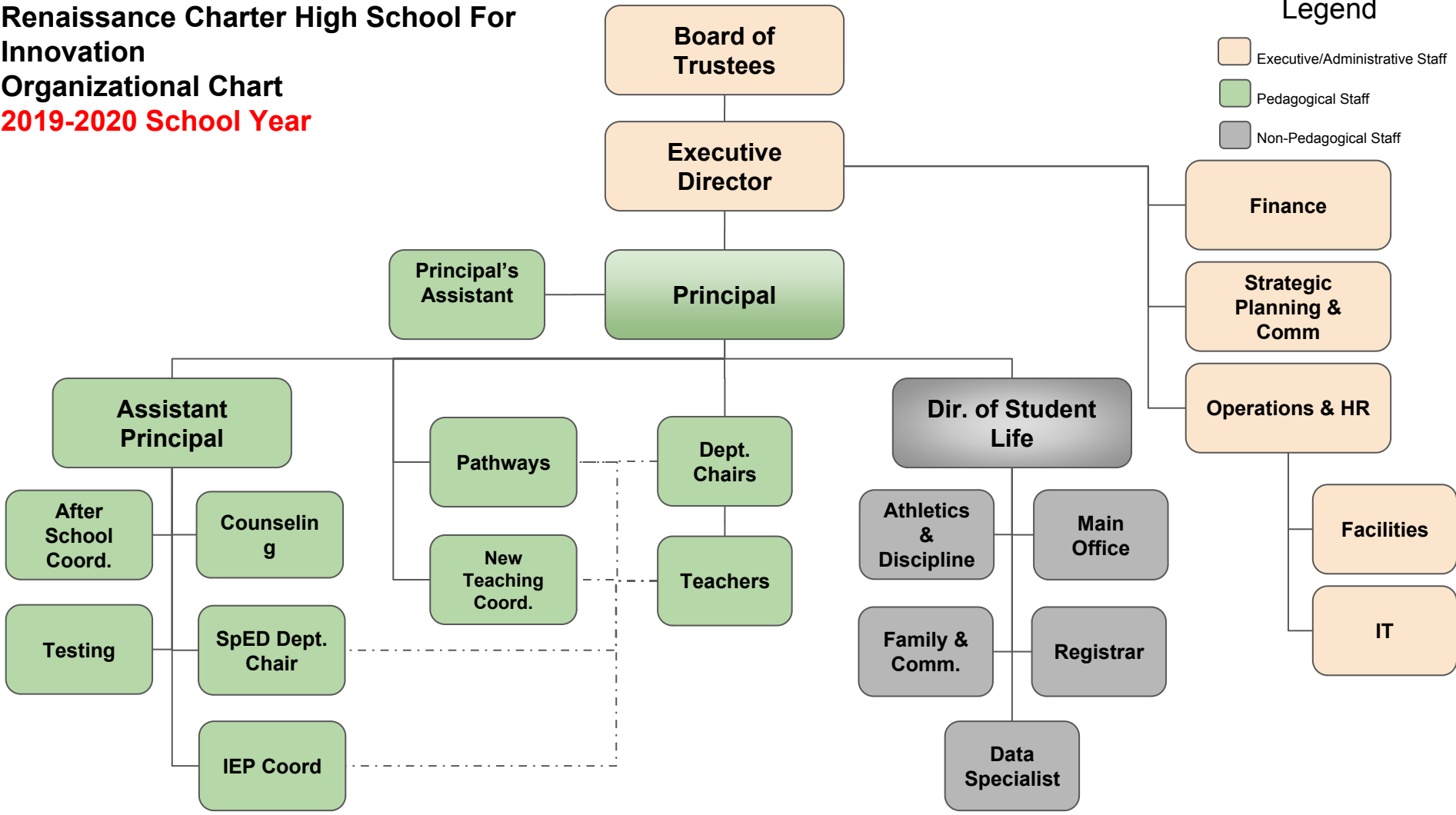
Renaissance Charter High School For Innovation

Organizational Chart

2019-2020 School Year

Legend

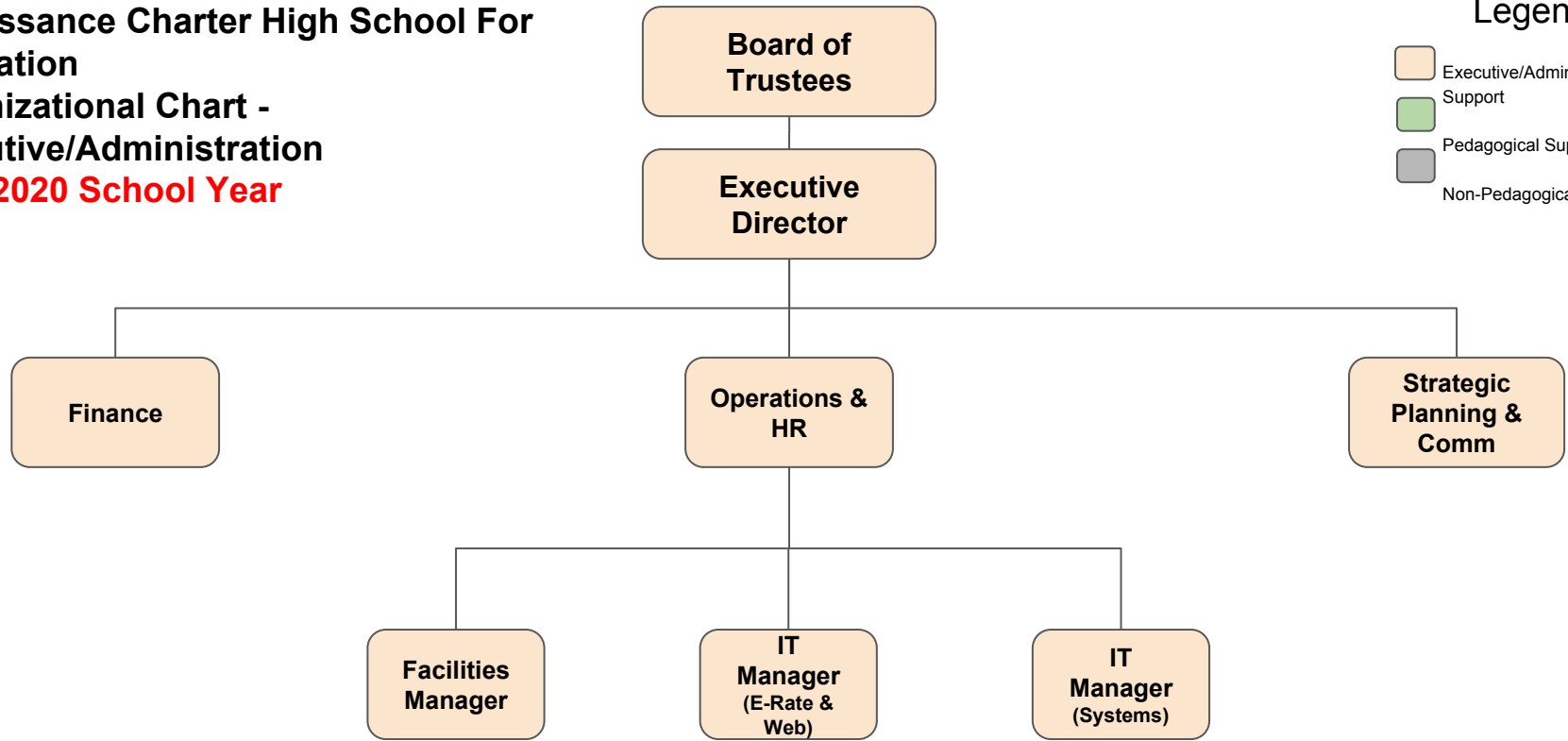
- Executive/Administrative Staff
- Pedagogical Staff
- Non-Pedagogical Staff



**Renaissance Charter High School For
Innovation**
**Organizational Chart -
Executive/Administration**
2019-2020 School Year

Legend

- Executive/Administrative
- Support
- Pedagogical Support
- Non-Pedagogical Support



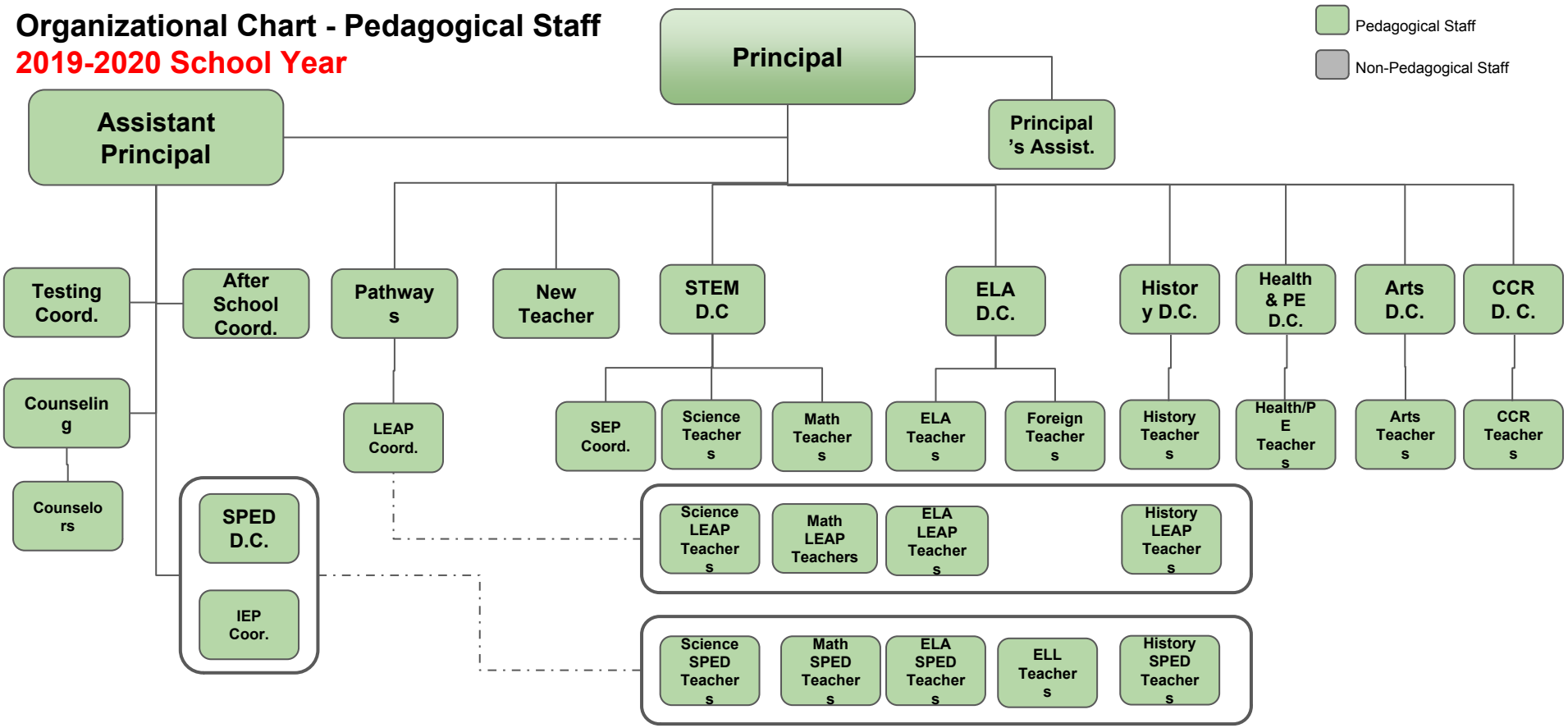
Legend

- Executive/Administrative Staff
- Pedagogical Staff
- Non-Pedagogical Staff

Renaissance Charter High School For Innovation

Organizational Chart - Pedagogical Staff

2019-2020 School Year



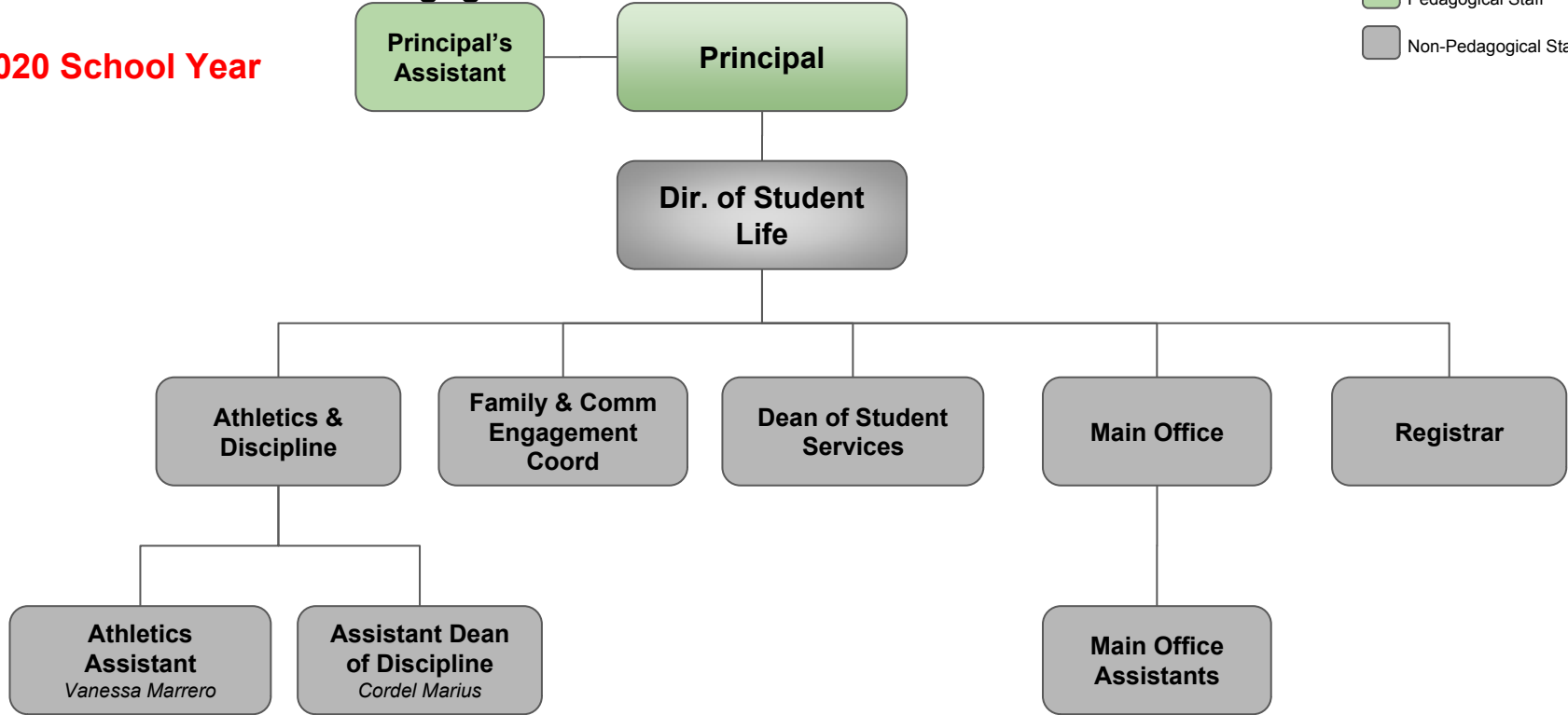
Renaissance Charter High School For Innovation

Organizational Chart - Non Pedagogical Staff

2019-2020 School Year

Legend

- Executive/Administrative Staff
- Pedagogical Staff
- Non-Pedagogical Staff





2019-2020 Annual Calendar

Total Number of Instructional Days 191

Tuesday	September 3	School begins for all students
Mon. - Tues	September 30-Oct 1	School OPEN (Rosh Hashanah)
Wednesday	October 9	School OPEN Half Day for Students
Monday	October 14	School Closed (Columbus Day)
Wednesday	October 31	Half Day for Students
Tuesday	November 5	School Closed (Election Day/Staff PD)
Wednesday	November 6	Parent Teacher Conference #1
Thurs.-Fri	November 7-8	College Trips (12th Grade)
Monday	November 11	School Closed (Veterans Day)
Wed.-Fri.	November 27-29	School Closed (Thanksgiving Break)
Mon. - Wed..	Dec. 16 - Jan. 1	School Closed (Winter Break)
Wednesday	January 8	Half Day for Students (Staff PD)
Monday	January 20	School Closed (MLK, Jr.)
Tues. - Fri.	January 21-24	Regents Week
Monday	January 27	School Closed (Staff PD)
Wednesday	February 5	Parent Teacher Conference #2
Mon. - Fri.	Feb. 17 - Feb. 21	School Closed (Midwinter Break)
Wednesday	March 4	PSAT (10 & 11) / Trips (9 & 12)
Wednesday	March 11	Half Day for Students (Staff PD)
Wednesday	April 1	Half Day for Students (Staff PD)
Thursday	April 2	College Trips (10 & 11th Grade)
Thurs. - Fri.	April 9-17	School Closed (Spring Break)
Mon. - Weds.	April 20 - April 29	Enrichment Week
Thursday	April 30	School Closed (Staff PD)
Friday	May 1	School Closed
Wednesday	May 6	Parent Teacher Conference #3
Wednesday	May 20	Half Day for Students (Staff PD)
Monday	May 26	School Closed (Memorial Day)
Monday	June 12	Regents Exams
Monday	June 15	Last Day of Classes for all students
Tues.- Tues.	June 17- June 26	Regents Week
Monday	June 29	Graduation

Daily Schedule

Staff PD	8:00 to 9:00
1st Period	9:05 to 9:58
2nd Period	10:01 to 10:54
3rd Period	10:57 to 11:50
4th Period	11:53 to 12:46
Lunch	12:46 to 1:24
5th Period	1:24 to 2:17
6th Period	2:19 to 3:12
7th Period	3:14 to 4:07
After School	4:07 to 6:07

Half Day Schedule

Staff PD	8:10 - 8:50
1st Period	9:10 - 9:35
2nd Period	9:37 - 10:07
3rd Period	10:09 - 10:39
4th Period	10:41 - 11:11
5th Period	11:13 - 11:43
6th Period	11:45 - 12:15
7th Period	12:16 - 12:46